

CARLYLE CAMPBELL LIBRARY

CLASS

A
376.8

BOOK

M54G
1974/75 -
1977/78

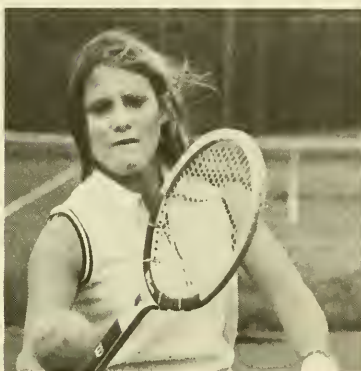
ACCESSION

92730

MEREDITH COLLEGE
RALEIGH, N. C.



Digitized by the Internet Archive
in 2010 with funding from
Lyrasis Members and Sloan Foundation



Meredith

COLLEGE/MARCH/1974

8

Carlyle Campbell Library
Meredith College
Raleigh, North Carolina 27611

Catalogue Issue
1974-75

Meredith

COLLEGE

Published eight times a year in February,
March, April, June, July, August, October
and December by Meredith College, Box X139,
Raleigh, N. C. 27611.

Vol. 2/No. 2/March, 1974

CONTENTS

Meredith College: An Overview	11	Terms of payment	39
History	11	Financial aid philosophy	40
Accreditation	12	Competitive scholarships	41
Purpose	12	General scholarships and grants	44
The students	12	Endowed scholarships	45
Academic opportunities	14	Loan funds	46
Academic enrichment	16	Awards	46
Student academic recognition	17	Campus employment	47
Cultural and social activities	17	Federal assistance programs	48
Student responsibility	18	Aid application procedures	49
Student government association	19	Notification of awards	51
Student organizations	20	Other sources of aid	51
Religious life	20		
Recreation	21	Academics: Programs and Regulations	55
Residence	22	Choice of catalogue	55
Health Care	22	Requirements for all degrees	56
Counseling	23	Bachelor of Arts and	
		Bachelor of Science degrees	56
Admission	25	Bachelor of Music degree	57
		Second baccalaureate degree	57
Freshman admission requirements	26	Majors	58
Early decision plan	29	Social welfare program	58
Regular admission program	29	Teacher education	59
Advanced placement and credit	30	Additional programs	64
Summer scholars program	30	Academic advisers	65
Admission with advanced standing	31	Special credit regulations	65
International students	33	Load restrictions	68
Re-admission of former students	33	Class attendance	68
Part-time students	34	Withdrawal from classes	69
Special students	34	Drop-add period	69
Condition of admission	34	Grading system	69
Orientation-Registration	34	Retention	71
Summer session	35	Academic recognition	72
		Classification	73
Finances	37	Deadline for filing for graduation	73
		Graduate Record Examination	73
Tuition and fees	37		

Official withdrawal 73

Courses of Study 75

General courses 76

Art 76

Biology 78

Business and economics 79

Chemistry and physics 81

Education 82

English and speech 84

Foreign languages 86

Health, physical education,
and recreation 88

History and political science 90

Home economics 92

Mathematics 93

Music 95

Psychology 101

Religion and philosophy 102

Sociology and geography 103

College Directory 107

Board of Trustees 107

Board of Associates 108

Alumnae Association 111

Faculty, 1973-74 112

Faculty Emeriti 118

Administration 119

Degrees conferred in 1973 123

Enrollment for 1973-74 129

Buildings and grounds 130

Location 132

Academic calendar 1974-75 134

Correspondence and visits 136

Index 137



In 1835, an anonymous member of the Baptist State Convention of North Carolina proposed that a committee “consider the establishment of a female seminary of high order.” Arguing that the women of North Carolina deserved better fare than the needlepoint and embroidery curricula of the private academies, Thomas Meredith sparked the movement which gained momentum during the years immediately following. Discussion centering on the need to provide the educational opportunities that men enjoyed for women and on the feasibility of getting sufficient support for the venture was a part of the next fifty-six conventions. Out of these debates Meredith College was born.

Meredith is proud of her history as a church-related liberal arts college for women, especially in these days when traditional roles of women are changing. As it is proud of its history, so the College is proud that it is also responsive to needs for change. For instance Meredith has implemented curricular changes over the past six years which have made the academic program more flexible, more adaptable to students’ individual interests. Meredith’s heritage and responsiveness to students’ needs have always worked to produce a program which is concerned with the development of the whole individual.

One way in which Meredith seeks to develop the whole individual is through a faculty devoted to teaching undergraduates. Such devotion provides students more individual attention than is available at institutions less committed to the teaching of undergraduates. Another way Meredith works to develop the total student is suggested in the College's statement of purpose: ". . . to develop in its students the Christian attitude toward the whole of life"

None of Meredith's features described in the preceding paragraphs adequately account for the College's success as a high quality liberal arts institution. Rather, it is the combination of many features that makes Meredith not only an excellent place to prepare women for leadership, but also a special place which has earned the deep loyalty of its graduates. The devotion of the 7,500 alumnae who have profited from the Meredith experience is dramatic testimony to the foresight of Thomas Meredith and to the wisdom of the men and women following him who share his ideals.

John Edgar Weems, *President*

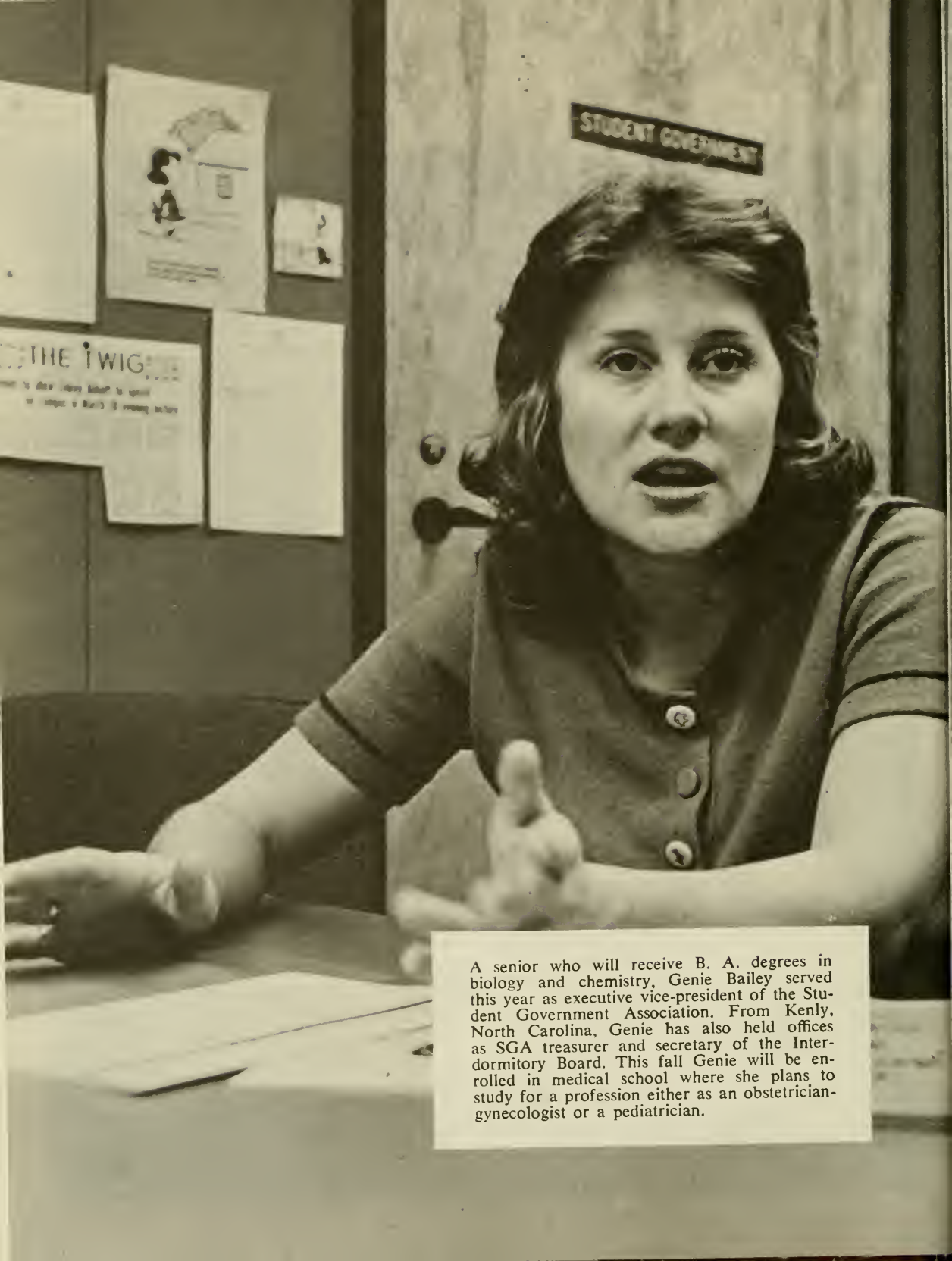












A senior who will receive B. A. degrees in biology and chemistry, Genie Bailey served this year as executive vice-president of the Student Government Association. From Kenly, North Carolina, Genie has also held offices as SGA treasurer and secretary of the Interdormitory Board. This fall Genie will be enrolled in medical school where she plans to study for a profession either as an obstetrician-gynecologist or a pediatrician.

Meredith College: An Overview

The rich heritage enjoyed by the Meredith student of today began in 1835 when, at a session of the Baptist State Convention, the idea of a new college was conceived. Thomas Meredith, founder and editor of the *Biblical Recorder*, was named to chair the 1835 committee and was a member of subsequent ones that kept the concept alive. In 1838 he urged his fellow Baptists to institute a "school (to) be modeled and conducted on strictly religious principles; but that it should be, so far as possible, free from sectarian influences." Baptist Female University was founded in 1891, the year in which it was chartered by the state legislature. By 1899 it had matured sufficiently to accept students. Ten years later it was given the name Meredith College in honor of that leader whose persistence helped make it a reality. Its campus, then located near North Carolina's capitol, was moved to its present west Raleigh home in 1926. The College has grown from the single building in downtown Raleigh that was once Baptist Female University to a 225-acre campus with a library, classroom buildings, seven residence halls, administration building, gymnasium, college center, auditorium, and other physical facilities that in design and function reflect the best of the founders' ideals.

Meredith's seven presidents have been James Carter Blasingame, 1899-1900; Richard Tilman Vann, 1900-1915; Charles Edward Brewer, 1915-1939; Carlyle Campbell, 1939-1966; Earl Bruce Heilman, 1966-1971; Craven Allen Burris (Acting), September-December, 1971; and John Edgar Weems, January, 1972-present.

ACCREDITATION

Meredith College is a member of the Southern Association of Colleges and Schools and the Association of American Colleges. The College is a member of the National Association of Schools of Music and a constituent member of the Council on Social Work Education. Graduates of Meredith are eligible for membership in the American Association of University Women.

PURPOSE

The combination of Meredith's location, history, objectives, and students has produced a learning experience which justifies the design of the College. Meredith is a women's college of high quality in the liberal arts — a college in which the Christian perspective is the integrative principle of all that comprises the college program. The following statement of purpose reflects these ideas: The purpose of Meredith College is to develop in its students the Christian attitude toward the whole of life and to prepare them for intelligent citizenship, professions and vocations, professional education, graduate study, and homemaking. Its intention is to provide not only thorough instruction, but also culture made perfect through the religion of Jesus Christ. These ideals of academic integrity and religious influence have always been cherished at Meredith.

THE STUDENTS

To provide the most stimulating academic environment possible, Meredith College seeks a diverse student body. The approximately 1,350 students come from numerous states, especially North Carolina and others along the East Coast, and several foreign countries; from all races; from public and private schools; and from various denominations and faiths. Each an individual with her own interests, most students take seriously their studies and academic performance. Most students also find time to participate in campus activities and to enjoy the many opportunities of the Raleigh area.

Living in Raleigh, a city of more than 100,000 people, Meredith students are in no way isolated. While appreciating the quiet beauty of the rambling campus, they have seen that Meredith is involved in the life of Raleigh—and that the Raleigh community takes advantage of Meredith potential. For instance, Meredith students have worked on a project designed to save a local neighborhood from becoming a victim to inner city decay. Meredith students have become involved in the operations of state government, in the schools of Raleigh and Wake County as student

teachers, in the local churches, and in social and state agencies such as Archives and History, Governor Morehead School, and Dorothea Dix Hospital. Thus, a variety of activities—many of which carry academic credit—takes the students into the city where they may be involved in programs with the more than 20,000 students enrolled in the colleges and universities of Raleigh.

Meredith attributes the desire its students have in involving the College in the greater community to the personal qualities of the student it attracts. Opportunities for leadership cut across racial, ethnic, religious, social, cultural, and geographic backgrounds of the students. As each qualified student is welcomed to the Meredith community, so each student is offered opportunities to develop her leadership potential. In fact, one of the primary reasons Meredith remains a college for women is that here women with leadership ability may develop those talents which might otherwise have gone unrealized. However, since the College recognizes the truth in the cliché that not everyone can be a leader, Meredith endeavors also to attract students who are interested enough in the academic community and the community-at-large to become actively involved in any number of roles. Both Meredith and Raleigh benefit from this activity. Regardless of her particular interests, a student will find the environment at Meredith invigorating.



ACADEMIC OPPORTUNITIES

Meredith College offers a curriculum designed to assist the student in seeking a comprehensive understanding of herself and her world. Concern for the human experience is expressed through an intensive examination of the great body of knowledge available within the traditional academic disciplines and through active participation in the life of the local and wider communities. Each student participates in the study of a broad distribution of human culture and also in a more concentrated study of a major field.

Meredith confers three degrees: Bachelor of Arts, Bachelor of Science, and Bachelor of Music. Majors for a Bachelor of Arts are chosen from American civilization, art, biology, chemistry, economics, English, French, history, home economics, Latin, mathematics, music, non-western civilizations, psychology, religion, sociology, and Spanish. Students receiving the Bachelor of Science degree choose majors in biology, business administration, chemistry, home economics, or mathematics. Majors in music education or applied music are available to students in the Bachelor of Music degree program.

Teacher Education

Teacher education constitutes a particularly significant portion of the academic program. Each department contributes to the planning of the program and along with the Department of Education accepts responsibility for joint supervision of the student teaching experience. By combining professional requirements of the North Carolina Department of Public Instruction with the college requirements for a sound foundation in the arts and sciences as well as a subject major, the College seeks to develop a stimulating teacher whose intellectual needs and abilities continue to be developed and met both inside and outside the classroom. With the aim of insuring that all strengths of the College contribute to the success of teacher education, a major field apart from teacher education is required. Another major objective of the teacher education program is to prepare Meredith students to be effective educators in racially-integrated classrooms.

In these several ways, Meredith seeks to provide for the future teacher many Christian, intercultural experiences which will result in racially-integrated learning, social concern, and professional growth.

Social Welfare

The program in Social Welfare offers a sequence of courses leading to certification by the Council on Social Work Education. For details interested students should consult the Department of Sociology. See pages 58-59 and 103.

Special Studies

The Special Studies program described on page 76 is another provision for innovative study. Available in all departments at the initiative of either student or faculty, Special Studies includes independent studies, directed individual studies, community internships, and group studies. If a feature of Special Studies clearly enriches a student's program, the student may elect to participate.

Cooperating Raleigh Colleges

Meredith, Peace, St. Augustine's and St. Mary's Colleges, North Carolina State and Shaw Universities formed a consortium in 1968 in order to provide their collective educational resources to students at each of the six institutions. Students at each of the institutions may take courses at any of the other five if the courses the students desire are not available at the institutions in which they are enrolled. Under the conditions prescribed on page 64, Meredith students may take courses for credit and use the facilities on all campuses. No additional fees are charged for this option. For further details see page 64.

Continuing Education

The Continuing Education program is designed for adult women who wish to resume study after an interruption in their formal education. A woman may re-enter the educational process either through special admission to regular credit courses (see page 34 for admission procedure) or in enrichment courses offered by the College.

Convocation

The entire college community comes together on Mondays for convocation. These programs, presented through lectures, concerts, addresses, films, and dramatic productions, are enriching aspects of the college program. As an integral part of community life, convocation offers a forum of ideas to stimulate spiritual, intellectual, cultural, and social dialogue. Convocation is, then, a part of the academic program and is required of all students.



Upward Bound

During the 1973-74 academic year, Meredith began an Upward Bound program, designed to offer assistance to high school girls who want to attend some form of post-secondary institution. Through academic tutoring and personal counseling, Upward Bound encourages disadvantaged high school girls to use their potential to further their educations. Several members of the Meredith faculty and student body work with the director of the program on this project.

Preparatory Division of Music

Through an expanding community service program, the College is now offering music instruction to over 150 children and adults in the community. The Department of Music gives instruction in many types of applied music as well as in music theory.

ACADEMIC ENRICHMENT

In an effort to expand and enrich the curriculum, Meredith has incorporated into its program several features which take students far from the campus. These features have broadened the campus and are open to competent students who feel that such off-campus study would enhance their individual programs.

Study Abroad

Study in foreign countries is available at Meredith through departmentally-sponsored programs and through its cooperation in several outside organizations. For example, Meredith, in cooperation with the University of North Carolina, sponsors a term of summer study at Oxford University in England. In other programs, summer courses in conjunction with travel as well as a full year's study at a foreign university are available. The Special Studies options are particularly adaptable to study abroad.

Drew University

Through an arrangement with Drew University in Madison, New Jersey, Meredith students may participate in a semester of study on the United Nations or in London on British politics and history. The program is open especially to qualified juniors who may receive credit for as much as twelve semester hours. The program on the United Nations consists of seminars led by members of various delegations of the United Nations, courses on the Drew University campus, and an intensive research project. The London Seminar, under the auspices of Drew, offers a semester of study in London at a British university.

American University

Through an arrangement with American University of Washington, D.C., Meredith students may participate in its Washington Semester, which introduces students from all over the nation to a first-hand study of American politics. The program is open especially to qualified juniors or seniors.

STUDENT ACADEMIC RECOGNITION

Honors are bestowed in various ways by Meredith in recognition of outstanding academic achievement. Kappa Nu Sigma, founded at Meredith in 1923, has as its aim the promotion of scholarship at Meredith by recognizing academic excellence. Admitted on the basis of scholastic standing, students may become associate members during their junior years; full members, their senior years. Sigma Alpha Iota is a national music society for women which also acknowledges academic achievement. Granting awards to outstanding student musicians, Sigma Alpha Iota is comprised of music majors and candidates for the Bachelor of Music degree who meet the scholastic requirements and have the approval of the music faculty. The Dean's List and a degree with distinction also have the purpose of recognizing academic achievement. A degree of Bachelor of Arts, Bachelor of Science, or Bachelor of Music with Distinction is conferred upon a student under the conditions described on pages 72 and 73.

CULTURAL AND SOCIAL ACTIVITIES

Believing the cultural and social aspect of the campus to be crucial to the total development of the student, Meredith College incorporates a variety of events into the college calendar. The purpose of the Cultural Affairs Committee is to bring outstanding artists, lecturers, and performers to Meredith to enhance the College's program. Meredith students have heard Maynard Mack, Yale professor, speak on Shakespeare. Musicians such as George Riabikoff, European pianist, and David Craighead, a foremost organist, have performed in Meredith's Jones Hall. A three-day symposium on women in politics featured Mrs. Shirley Chisholm. Another event brought Danforth Visiting Lecturer Frank J. McEwen to the campus to speak on African art. Religious convocations have been led by such notables as Dr. Elton Trueblood who spoke on "The Future of the Christian Faith." Also, touring companies such as the Pacific Repertory Company and the North Carolina Symphony Chamber Players have delighted Meredith audiences. In addition to Meredith's efforts to attract renowned





people, the city of Raleigh, through a variety of cultural societies, brings talent to the area.

Meredith students themselves also perform in the Raleigh area and on tours. Four groups directed by the music faculty—the Meredith Chorus, the Renaissance Singers, the Meredith Chorale, and the Meredith Ensemble—appear in concert regularly throughout the college year. The Meredith Playhouse is comprised of students with interests in dramatics. Providing opportunities to appear in plays and to acquire practical experience in play production, the Meredith Playhouse stages several dramas throughout the year, such as Tennessee Williams' *The Glass Menagerie* and Enid Bagnold's *Chalk Garden*. An annual fall musical encourages the students to combine their musical and dramatic abilities by trying out for roles in favorites such as Rodgers and Hammerstein's *The Sound of Music* and *Carousel*.

Several on-campus social activities of the students are coordinated through the efforts of the College Center Association, which works to see that the newly-constructed College Center hosts interesting programs. A number of the College's activities sponsored by various student organizations are part of Meredith tradition. Through the hilarity of "Cornhuskin' " and through the dignity of formal occasions such as the Christmas dinner, campus traditions help foster a spirit of community. Furthermore, Meredith's proximity to other colleges, not only in Raleigh but also in Chapel Hill, Durham, Greensboro, and Winston-Salem, offers a host of social activities.

STUDENT RESPONSIBILITY

The faith that Meredith College places in her students as responsible, contributing members of the college community dates back to the first years of the institution. The establishment of a student government association in 1905 is early evidence of this confidence, and the more recent trend to allow more academic and extra-curricular matters to be directed by the students' sense of responsibility further reflects this attitude. While there are some policies that the College must make explicit, students largely accept responsibility for student government and student life affairs and for the success of campus organizations and activities. In addition, they contribute to overall policy decisions, as they have voting representation on nearly all college committees.

Honor System

The Honor System is the clearest example of student responsibility. Founded upon the premise that dishonesty of any nature has no place at Meredith, the system demands personal integrity of each student. The Honor System, through the spirit of community it engenders, encourages the freedom and trust essential to intellectual growth and maturity.

Its operation entrusted to the student body, the Honor System depends on each student's belief in the principles underlying the system and on her insistence that it work. Each student is personally responsible for her own conduct and for her obligations to the community. If a student breaks a regulation, she is expected to keep faith with her fellow students by reporting herself to student leaders. If she is aware of a violation by another student, she should call this matter to the attention of that student as a violation of responsibility to the community.

A booklet explaining the meaning of the Honor System is mailed by the admissions office to every student who requests an application blank for admission to the College.

STUDENT GOVERNMENT ASSOCIATION

All students are responsible for the self-governing operations of Meredith under the Honor System. Therefore, all students are members of the Student Government Association, which meets bi-monthly on Fridays. The ultimate purpose of the association being to promote individual responsibility to the Honor System, the Student Government Association also seeks to involve all students in the academic and social life of the College.

The leadership of the Student Government Association is composed of four elected groups—the Elections, Interdormitory, Legislative, and Judicial Boards. An executive committee is composed of the student government president and representatives from each board.

Through the Student Government Association, students make their own regulations pertaining to student life. In keeping with the spirit of the community that is Meredith, a college committee, composed of faculty and students, confers with SGA on major matters of student concern. Regulations deemed necessary for the well-being of the student are explained in the *Student Handbook*. This publication is sent to all entering students in the summer prior to matriculation in August.

STUDENT ORGANIZATIONS

Students are responsible for the effectiveness of the many organizations on campus. For example, the three college publications are directed by students elected as editors. Responsible for maintaining a good system of communication and for providing opportunities for students to voice their opinions, the student newspaper, *The Twig*, is issued weekly. *The Acorn*, the campus literary journal, encourages creativity among the students and is published two or three times during the year. The college yearbook is entitled *Oak Leaves*.

Student-directed clubs are another means of enriching the Meredith program. Growing out of academic and other types of activities, these organizations encourage students to pursue their various interests. The clubs include the following: Barber Science Club, Black Voices in Unity, Canady Mathematics Club, Elizabeth Avery Colton English Club, Freeman Religion Club, French Club, Granddaughters' Club, Honorary Mathematics Club, Home Economics Club, Hoof Print Club, International Relations Club, La Tertulia Spanish Club, Tomorrow's Business Woman, Tyner Student N.E.A., Young Democrats Club, and Young Republicans Club.

Societies

Two societies on the Meredith campus exist as voluntary service and social organizations. Originated as literary societies, Astrotekton and Philaretian now work with agencies such as the Governor Morehead School and the Cerebral Palsy and Rehabilitation Center as well as with the coordination of social activities on the campus. At their regular meetings, the societies organize a variety of student projects and activities.

Silver Shield

Organized in 1935, Silver Shield is an honorary leadership society. Members are selected on the criteria of Christian character, constructive leadership, service to the College, and academic achievement. Chosen from the junior and senior classes, members are inducted at a public ceremony.

RELIGIOUS LIFE

Meredith College seeks to reinforce the students' development both intellectually and spiritually. Therefore, the religious life of the College is crucial to its overall program.

Several services are sponsored by the College to affirm the value it places on the religious dimensions of the students' lives. One such service is provided by a full-time college minister who offers counsel to the students. In addition, regular worship services are integral to the college program. Because Meredith is small enough for its constituency to gather at one time, these worship services contribute to the spirit of community. The period from 10:00 to 11:00 a.m. on Wednesdays is reserved for voluntary worship services. Another activity important to the religious life of the community is Religious Emphasis Week. During this week, religious leaders from outside the college community are invited to discuss with the students matters of spiritual significance. Coordinated by the Department of Religion, a series of talks entitled "Lectures in Religion" is presented during the year. Usually open to the public, this series encourages discussion of recent contributions to Christian life and thought.

The religious activities of the students are under the general direction of the Meredith Christian Association. The association seeks representatives of all faiths and denominations to serve on its council. Also comprising the council are the chairmen of various volunteer service projects. On occasion, MCA sponsors study groups, vespers, and other worship services as well as its annual coordination of Religious Emphasis Week. The Meredith Christian Association also includes in its program social activities to which students from neighboring colleges are invited.

RECREATION

An organization called the Meredith Recreation Association sees that a variety of recreational activities is available for the students. Opened in 1970, the Weatherspoon Physical Education-Recreation Building provides excellent facilities for curricular and extra-curricular sports activities. With plenty of court space for games such as basketball, volleyball, and badminton, the Weatherspoon gymnasium also has an indoor swimming pool. There are six tennis courts in excellent condition, and the College also has areas designated for archery and softball. Nearby golf courses and ranges are often used by the students. In addition, ping pong and pool tables are set up in the College Center. Equitation is a popular feature of the physical education program with instruction available on levels ranging from beginners to advanced. Students who wish to board horses may inquire through the business office.



Intramural activities provide a variety of sports events for students who wish to participate. The Meredith Recreation Association and other organizations coordinate these events.

Intercollegiate sports are also available for Meredith students. Competing primarily with colleges and universities in Raleigh, Chapel Hill, and Durham, students and faculty have organized teams in tennis, basketball, swimming, and other sports.

RESIDENCE

Meredith students may choose to live on campus or to reside with their parents, spouses, or other close relatives. Residence halls are available for on-campus housing. Several of the residence halls are new, and the other buildings have been recently renovated. Attractive and comfortable, the rooms are arranged in suites of two with adjoining baths. All of the newer residence halls are air-conditioned and completely carpeted. Each student receives from the College a limited amount of weekly laundry service.

HEALTH CARE

The infirmary is under the direction of two graduate nurses and the college physician. It is maintained not only for care of the sick but



also for teaching good health habits. Three daily office hours are observed by the nurses, and emergencies are cared for at any hour. The college physician has designated office hours in the infirmary when students may see him. It is the purpose of the physician and nurses to prevent illness by means of informing the students about good health practices.

A student health blank furnished by the College following academic acceptance of the student must be completed and mailed directly to the Director of Admissions. All necessary ocular and dental work should be attended to before students enter or during vacations. In emergencies this work may be done by specialists in Raleigh without loss of time from classes.

COUNSELING

Meredith College provides a program of counseling and testing that seeks to meet the educational, vocational, social, spiritual, physical, financial, and mental needs of the student. In addition to qualified personnel on campus, professional resources in the community are used.

Vocational Guidance and Placement

The Career Planning Center offers help to the student who is undecided about her course of study or her career plans. Vocational interest tests may be taken if needed. Information is available on employment possibilities, graduate studies, part-time off-campus jobs, summer employment, interviewing tips, preparation of resumes, occupational outlook, salaries, and other concerns of a vocational nature.

Academic Advising

The College provides guidance to students in the planning of their individual academic programs. See page 65 for further details.

Personal Counseling

A professional counselor is available on campus to work with students who desire personal counseling. Often on-campus counseling will originate with talks between a student and a favorite professor. When the professor feels that the problem needs professional attention, the instructor will suggest that the student see a counselor. The Office of the Dean of Students, working with the counselor, refers a student to off-campus counseling personnel when the situation so warrants.



Coming to Meredith from her hometown of Charlotte, North Carolina, Sally Martin indicates that Meredith's small size and individual attention encouraged her to attend. Sally's interest in computers and statistics led her to a major in mathematics. Thinking about employment, Sally has interviewed with companies such as IBM, Carolina Power and Light, Southern Bell, and others for a career in the area of computers or statistics.

Admission

As a college committed to the development of the individual, Meredith seeks to enroll students who will benefit from the total educational program of the College. Each application is carefully evaluated on the basis of academic preparation, scholastic ability, character, health, purpose, and motivation. Admission is granted to qualified applicants without regard to race, creed, or national origin.

Meredith College admits students as candidates for the degree of Bachelor of Arts, Bachelor of Music, or Bachelor of Science, either as entering freshmen or as transfer students from other colleges. Students are accepted for entrance to the fall and spring semesters, which begin in August and January. In addition to its on-campus students, Meredith welcomes commuting students who plan to reside with parents, spouses, or other close relatives.

Recognizing the stimulating environment produced by a diverse student body, Meredith College actively seeks to enroll students of varying backgrounds, interests, and talents. While a large percentage of enrolled students come from North Carolina and other Southern states, students from a wide geographical area, including foreign countries, are sought. Students from minority groups, from all economic levels, from public and private schools, and from various religious backgrounds are encouraged to make application. Any student attracted by the program at Meredith but hesitant to apply because of financial need is encouraged to read carefully the catalogue section on financial aid.



FRESHMAN ADMISSION REQUIREMENTS

To be considered for admission, a student must file an application, obtainable from the Office of Admissions, Meredith College, Raleigh, North Carolina 27611, together with the fifteen-dollar non-refundable application fee. She must also submit the required secondary school records, test scores, recommendations, and health reports. Any student for whom the fifteen-dollar processing fee is a severe financial hardship should write to the Office of Admissions for information about obtaining an application fee waiver.

Secondary School Record

Most important of all academic credentials in the admissions evaluation is the high school record, including the student's choice of courses, academic performance, and class standing. The high school transcript, complete with a listing of senior-year courses, should be submitted by a school official at the time of application.

In order to prepare for the liberal arts program at Meredith College, a prospective student should take a strong academic program throughout high school, including her senior year. Courses normally required of an entering student are four units in English, two units in a single foreign language, two units in algebra, and one unit in geometry. From credit earned in grades nine through twelve, an applicant should offer a minimum of sixteen units, of which at least thirteen must be chosen from language, history, social studies, mathematics, and natural science. Three electives in approved non-academic courses may be counted in the total of sixteen units.

In keeping with its commitment to serve the individual well in any decision, the Admissions Committee will consider an applicant whose secondary school units differ from the recommended ones if her overall course program and quality of work have been strong.

Another important factor in admission is the applicant's rank in class, which reflects the quality of work performed in secondary school. Ordinarily a student is expected to rank in the upper half of her graduating class. In August, 1973, 81 per cent of entering freshmen ranked in the top quarter of their classes.

Admissions decisions are normally made during the applicant's senior year with acceptance being contingent upon continuing satisfactory academic performance and completion of the student's course of study.

College Board Examinations

An applicant's scores on the Scholastic Aptitude Test are an important part of her admissions credentials, although not the sole determinant. When reviewed in relation to the high school record and other information, test scores provide a valuable tool for assessing an applicant's potential for success in the academic program of the College. The range of test scores for enrolled students is wide because of the importance attached to strong performance in an academic curriculum in high school.

Each freshman applicant is expected to take the Scholastic Aptitude Test of the College Entrance Examination Board and to have an official report of her scores sent to Meredith College. For admissions purposes at Meredith, this test should be taken no earlier than February of the junior year and no later than December of the senior year.

For 1974-1975, the Scholastic Aptitude Test, administered at numerous centers in each state, will be given during the morning on the following dates: November 2, 1974; December 7, 1974; February 1, 1975; April 5, 1975; and June 28, 1975. The student should write well in advance of the desired test date to the College Entrance Examination Board, Box 592, Princeton, New Jersey 08540, for descriptive information and registration forms. (These materials can often be obtained from high school officials.) When registering for the SAT, a student should request that her test results be sent to Meredith College, Raleigh, North Carolina 27611 (Code No. 5410).

Recommendations

References who know an applicant well often provide helpful insight into such qualities as initiative, inquisitiveness, motivation, purpose, maturity, creativity, and special talent. An applicant is asked to provide names of a school official, a teacher who has taught her an academic subject in the eleventh or twelfth grade, and a third person of her choice who is well-acquainted with the student's personal and academic qualities.

The Office of Admissions writes directly to the references for recommendations to support the student's application.

Health Record

For the protection of the individual and the total college community, a health report approved by the college physician is required of each student prior to her entrance. The medical form accompanies

the offer of admission; confirmation of a student's acceptance is dependent upon the receipt and approval of the health report.

An applicant who has had an unusual or severe health problem or who has found it necessary to discontinue her study or work for a period of time may be required to have her physician file a statement concerning the status of her health prior to the rendering of an admissions decision.

Interview

Although an interview is not required, many prospective students find a conference with a member of the admissions staff a helpful way to obtain answers to questions and to learn in general about the academic programs, campus environment, and student activities at Meredith. Such a conference can also provide the admissions staff with additional information about an applicant's interests, goals, and academic background. Conferences and campus tours may be arranged on weekdays or Saturday mornings by writing or telephoning the Office of Admissions, Meredith College, Raleigh, North Carolina 27611. Telephone: (919) 833-6461.

In some cases the admissions staff, as a means of better determining her readiness for the curriculum at Meredith or for advisory purposes, may request a conference with an applicant.

A prospective music major will need to schedule an audition and interview with the music faculty prior to her enrollment at Meredith. Many applicants find it helpful to arrange these sessions during the application period so that the evaluation made by the music faculty can become an additional part of her admissions records. Any student planning to apply for a competitive music scholarship should definitely plan to audition prior to March 1 of her senior year. See page 42.

Credentials for Adult Students

An adult woman who wishes to enter a degree program may qualify for admission either by fulfilling freshman admissions requirements or by successfully completing a pre-arranged academic program as a Special Student. The woman who chooses to meet freshman admissions requirements may in some instances be advised by the Office of Admissions to substitute other standardized test scores for the Scholastic Aptitude Test. The woman who is twenty-three years of age or older may wish to take advantage of the opportunity to enter initially as a Special Student before applying for admission. Under this option, her academic performance at Meredith while a

Special Student becomes the primary criterion for gaining admission to the degree program. See page 34.

EARLY DECISION PLAN

A student who has maintained a strong high school record and who definitely desires to attend Meredith College may wish to apply under the Early Decision Plan of Admission. Such a student must file her application by *October 15* of her senior year along with a statement indicating that she is applying only to Meredith and requesting an early decision. She should take the Scholastic Aptitude Test prior to her senior year.

The Admissions Committee will take action on early decision applications by November 15 and qualified candidates will be notified immediately of their admissibility. Accepted resident students will be required to make by December 15 a \$100 advance room deposit, a non-refundable payment that will apply towards freshman year expenses. For information about applying for an early decision on financial aid, see pages 49-50.

If an applicant's credentials do not justify early acceptance, she will receive notification that action on her application has been deferred pending the receipt of more information, such as first-term grades or senior-year SAT scores. Such a student is guaranteed un-biased consideration under the regular admission program and is freed from her commitment to apply only to Meredith College.

REGULAR ADMISSION PROGRAM

Although February 15 is the recommended deadline for applying for admission, a prospective freshman is encouraged to submit her application and supporting credentials during the summer preceding or in the fall months of her senior year. Beginning in mid-December, the Admissions Committee takes action on completed applications as quickly as possible after all necessary credentials are received and notifies students promptly of its decisions. The College is sometimes able to consider students who apply as on-campus residents after February 15, but such action cannot be guaranteed. Qualified day students can usually be accommodated beyond the recommended deadline.

Meredith College subscribes to the Candidates' Reply Date. A student planning to reside on campus is expected to make a \$100 advance room deposit by May 1. This non-refundable deposit will apply towards her expenses in the freshman year.



An application should be filed no later than December 1 if a student is seeking admission to the spring term that begins in January.

ADVANCED PLACEMENT AND CREDIT

The student who has through high school courses, independent study, or any other means, completed the equivalent of college-level work may wish to seek advanced placement and credit at Meredith College. Competency can be established in two ways: satisfactory performance on an Advanced Placement (AP) Examination of the College Entrance Examination Board and acceptable results on a special departmental examination.

High schools offering Advanced Placement courses routinely give the AP Examination in May to students enrolled in these advanced classes. Students in high schools not offering an Advanced Placement curriculum may take AP Examinations if their school officials obtain and administer the tests. For further information about these examinations, write College Board Advanced Placement Examinations, Box 977, Princeton, New Jersey 08540.

Meredith College awards advanced placement and academic credit toward the degree to students who receive grades of 5 or 4 on AP Examinations, subject to the approval of the departments concerned. Some departments will consider credit for grades of 3.

During the orientation period, examinations that can lead to advanced placement with academic credit are given in mathematics and foreign language. A student may request special departmental examinations in any other academic areas she believes herself competent. Requests for special testing as a basis for seeking advanced placement and credit should be directed *prior to enrollment* to the Dean of the College and to the departments concerned.

SUMMER SCHOLARS PROGRAM

Superior high school students may earn college credit or study simply for enrichment by enrolling as special students in approved courses in the Meredith College summer session. The program is open to rising high school senior girls. Admission to the Summer Scholars Program is based on the applicant's secondary-school record, scores on the Preliminary Scholastic Aptitude Test and/or other standardized tests, the school principal's or counselor's recommendation of her readiness to do college level work, and approval by the high school of her course choices. Summer Scholars Program application forms are available from the Office of Admissions, Meredith College, Raleigh, North Carolina 27611.



An interested student should file the special application and all supporting credentials with the Office of Admissions by May 1 of her junior year. Each application is evaluated as quickly as possible upon completion, and the applicant is notified promptly of the decision on her request to enroll.

Upon request of the student, college credit will be granted at Meredith College for successful performance in courses after the student graduates from high school. The student who enrolls as a freshman at another college or university will have to consult that institution about how it will treat the college credit earned prior to her senior year in high school.

ADMISSION WITH ADVANCED STANDING

Each year Meredith admits a number of qualified applicants who transfer from other colleges or universities. The College especially welcomes and actively seeks students entering with advanced standing from two-year colleges. Students are admitted at all class levels, but at least one year must be completed at Meredith College as a requirement for graduation. See page 66, Residence Credit Requirements.

Students who wish to seek a second baccalaureate degree follow the admissions procedure for transfer students. See page 57 for information regarding credit requirements for a second degree program.

Requirements

To be admitted for advanced standing at Meredith, the student is expected to have at least an overall C average on work attempted at other institutions, to be eligible to return to the last institution regularly attended, and to be recommended by college officials. An applicant having less than thirty semester hours of college credit at the time of application must meet admission requirements for entering freshmen, including submitting scores on the Scholastic Aptitude Test. In some instances, a student having thirty or more semester hours of credit may be asked to present satisfactory scores on standardized tests of academic achievement.

A student having less than a C average on work attempted who believes herself unquestionably qualified for work at Meredith should consult personally with the admissions staff. All applicants should be aware that in computing the overall grade average, all college-level work attempted, except orientation and physical education activity courses, is considered.

When admission is granted before the end of a term in which the

applicant is enrolled, her admission is contingent upon satisfactory completion of her course of study, as well as upon receipt of a satisfactory health record.

Procedure

To be considered for admission, a student should file a transfer student application, obtainable from the Office of Admissions, Meredith College, Raleigh, North Carolina 27611, and the non-refundable fifteen-dollar application fee, preferably by February 15. She is also responsible for having an official transcript sent to Meredith College from each college or university attended and, if enrolled at the time of application, a list of courses in progress. The admissions staff writes directly to the references she provides for supporting recommendations. The student must provide the names and addresses of her previous Dean of Students (or similar official), a college professor, and a third person of her choice.

The Admissions Committee evaluates the application of a transfer applicant when all required information is received and notifies her promptly of its decision. An applicant accepted as a resident student must pay a \$100 non-refundable advance room deposit by May 1.

The College is often able to consider students who apply as on-campus residents after the recommended deadline, but such action cannot be guaranteed. Applications from commuting students can usually be evaluated into the summer months. A student seeking entrance to the spring semester, which begins in January, should file her application by December 1.

Evaluation of Credits

When a student is approved for admission with advanced standing, the Registrar will prepare for her a credit evaluation. The candidate who comes from a regionally-accredited college or university will be given credit for the courses acceptable toward a degree at Meredith. The student who transfers from an unaccredited college or university should consult pages 66-67 for information about provisional credit. In evaluating credit earned more than ten years prior to enrollment at Meredith, the Registrar will consult with the appropriate departmental chairman.

The maximum credit accepted from a two-year college is sixty-six hours. An enrolling transfer student should consult page 66 for information about the minimum number of semester hours, including courses in her major field, that must be taken at Meredith College.

INTERNATIONAL STUDENTS

Meredith College welcomes international students whose previous course of study and English proficiency have prepared them for the academic program. In filing an application for admission, a foreign student must submit an original transcript from each secondary school, college, or university attended; an official copy of each diploma or educational certificate received; and an official score report of any national examinations. Except in cases where English is her native language or principal language of instruction, the foreign student must submit scores on the Test of English as a Foreign Language (TOEFL), which is administered by the College Entrance Examination Board in her local country. A student well-schooled in English should substitute the Scholastic Aptitude Test (SAT).

An international student judged academically admissible will be required to give proof of financial responsibility for her education and to meet health requirements, which include submitting a satisfactory health form and obtaining a health and accident insurance policy. These conditions of admission must be met before her admission will be confirmed and before an I-20 form for obtaining a student visa will be issued.

RE-ADMISSION OF FORMER STUDENTS

A student who was previously enrolled at Meredith College but who did not complete the semester immediately preceding the term she wishes to return must apply for re-admission. A special application, obtainable from the Office of Admissions, and a five-dollar non-refundable fee are required. The student is responsible for having sent to the Office of Admissions an official transcript and a statement of honorable dismissal from each college or university attended since last attending Meredith. Other credentials necessary to support an application for re-admission are obtained by the Office of Admissions and include recommendations from references listed on the application as well as the student's previous academic and personal records at Meredith College. If adequate health information is not on file at the College, the student will be required to submit the necessary medical records. The Admissions Committee evaluates an application upon receipt of all necessary information and notifies the student promptly of its decision.

A student who is approved for re-admission to the College after an absence of more than a year will comply with the requirements either of the catalogue under which she is re-admitted or those of a subsequent bulletin. In evaluating credit earned more than ten



34 / ADMISSION

Re-Admission of Former Students

Part-Time Students

Special Students

Condition of Admission

Orientation-Registration

years prior to re-enrolling at Meredith, the Registrar will consult with the appropriate departmental chairman.

PART-TIME STUDENTS

A part-time student is one qualifying for a degree who enrolls for not more than eleven credit hours a semester. Such a student must meet the entrance requirements outlined above.

SPECIAL STUDENTS

Special students in the following categories may enroll at Meredith without conforming to the usual admissions process. The student registers in the Office of the Registrar on the opening day of a term.

1. A student who has authorization for credit at Meredith from another college may register for courses with credit. The statement of authorization should be sent to the Registrar.
2. A college graduate who enters for credit to be applied toward public school certification requirements may enroll as a special student. Evidence of such standing should be submitted in advance to the Registrar either by an official transcript or by a covering letter from the institution that granted the degree.
3. A student who is twenty-three years of age or older may enroll as a special student without fulfilling the admissions requirements for degree candidates and may receive a maximum of fifteen semester hours credit. Such a student will be permitted to apply such credit toward a degree if admitted as a degree candidate. After fifteen semester hours of credit are earned as a special student, she must be enrolled in a degree program if she wishes to receive credit for additional courses. See the immediately preceding pages for admissions policies and procedures.

CONDITION OF ADMISSION

Every person admitted to the College as a student agrees to the following condition of admission: That Meredith College reserves the right to suspend or to exclude at any time any student whose academic standing or conduct is regarded by Meredith College as undesirable or unacceptable.

ORIENTATION - REGISTRATION

An orientation program is provided for entering students prior to the start of classes. Included in the program are talks on various

phases of college life, placement tests, registration, instruction in the use of the library, an introduction to the health services, and social events such as picnics and mixers with area colleges. Through these and other activities, the orientation period provides opportunity for students to meet fellow classmates, faculty advisers, campus leaders, and students from neighboring colleges and universities.

All freshmen and transfer students are expected to take part in the orientation program. Each student should report to the Office of the Dean of Students upon arrival. Residence halls will open at 10:00 a.m. on Friday, August 23. The orientation program begins at 5:00 p.m. on Friday, August 23, and registration is scheduled for Tuesday, August 27.

SUMMER SESSION

During the summer of 1974, the College will operate three three-week terms, May 28-June 7, June 10-29, and July 1-19. Students accepted for admission to the fall term as well as those previously enrolled at Meredith College may attend. Students of other colleges and universities are also welcome provided they have the permission of their home institutions to take particular courses. By attending summer sessions a student can complete her degree program in less than the usual four-year period. The maximum amount of credit that can be taken in a summer session is seven semester hours.

Full information about the summer session may be obtained by writing to the Registrar, Meredith College, Raleigh, North Carolina 27611. See pages 30 and 31 for information about the admission of superior high school juniors to the summer session.





A sociology major from Durham, North Carolina, Carol Watson has worked for two years in one of the many volunteer programs available at Meredith. She is pictured above with children in a local day care center. Upon graduation, Carol plans to work with the human resources department and with programs for juvenile delinquents. Later she wants to attend graduate school in one of these fields.

Finances

In these days of rising costs, Meredith College attempts to keep expenses at a minimum for the students. The fees detailed on the following pages by no means cover the needs of the College; financial support from many sources enables Meredith to offer its program at reasonable rates. Since the cost of labor, materials, and food is uncertain, the College reserves the right to change its fees for room and board at the beginning of each semester if conditions make the adjustment necessary. Students will, of course, be given advance notice of any change to be made. Financial aid is available to students whose need qualifies them for assistance.

TUITION AND FEES

Tuition

Resident students (instruction and activities fees)	\$1,800
Non-resident students (same as resident for more than 11 hours)	\$1,800
11 hours or less	\$60 per hour

Residence

Room, board, laundry, and infirmary services	\$1,000
--	---------

Course Fees

Additional fees are charged for the semester courses listed below:

Applied Music

Regular students

1 half-hour lesson weekly	\$ 40
2 half-hour lessons weekly	\$ 70
class lessons in piano	\$ 35

Part-time and special students (for credit)	
1 half-hour lesson weekly	\$ 40
2 half-hour lessons weekly	\$ 70
<i>(course fee of \$60 per credit hour)</i>	
Part-time and special students (no credit)	
1 half-hour lesson weekly	\$ 80
2 half-hour lessons weekly	\$140
Theory-musicianship classes	
for students taking private	
applied music lessons at Meredith	\$ 25
for others	\$ 40
Suzuki violin lessons (2 half-hours	
per week)	\$ 60
Course fee for special and part-time students for each	
credit hour for 11 hours or less	\$ 60
Use of practice room, with piano	
1 hour daily	\$ 9
each additional hour	\$ 6
Use of organ, one hour daily	\$30-50
Use of practice room, without piano	
1 hour daily	\$ 5
each additional hour	\$ 4

Education

Education 439	\$ 40
---------------------	-------

Golf

Golf	\$ 5
------------	------

Home Economics

Home Economics 445	
resident students	\$45
non-resident students	\$85
Home Economics 234	\$10

Horseback Riding

Full-time students	
(2 hours weekly)	\$ 80
Special students	
(1 lesson weekly)	\$ 70
Special students	
(2 lessons weekly)	\$100

Special Fees

Graduation fee, including diploma	\$ 20
Gymnasium clothes (approximate cost)	\$ 12
Late payment of regular and special fees	\$ 5

All credit hours above 18 shall carry a charge of \$60 per credit hour in addition to the flat rate of tuition which applies through the first 18 hours.

No additional tuition charges will be made to full-time Meredith students who audit a course. All applicable fees will be charged. Part-time and special students who wish to audit a course will pay one half the regular tuition rate per credit hour except for those courses where composite charges have been established.

A student is not asked to make a breakage deposit to cover unjustifiable damage to college property, but for such damage she will be expected to pay.

A resident student is not charged for the ordinary services of the college physician and nurses and/or for the use of the infirmary. For additional service in case of serious or prolonged illness, for all special medical prescriptions, x-rays, and fluroscope, the patron is expected to pay.

If a student withdraws or is dismissed from the institution before the end of a semester, no refund is made for the half of the semester in which she leaves, except for a proportionate refund which is allowed on board charges.

TERMS OF PAYMENT

Deposit from all entering resident students \$100

A new student is required to make this advance payment on or before May 1. For the student accepted after April 21, the deposit must be made within 10 days after acceptance. This payment is not refundable and does not include the non-refundable \$15 fee which must accompany the application of each new student.

Room reservations from returning resident students \$100

This advance payment of \$100 must be paid before February 15. The fee will be credited to the returning student's account. Eighty-five dollars will be refunded if the request is received by May 1.

Fees for beginning of first semester, all resident students.. \$700

A statement for the first semester balance will be sent near mid-semester.

Fees for beginning of second semester, all resident students \$800

A statement for the second semester balance will be sent near mid-semester.

Fees for beginning of each semester, non-resident students . \$500

A statement for the semester balance will be sent near mid-semester.



For the student and her parents desiring to pay education expenses in monthly installments, low cost deferred payment programs are available through College Aid Plan, Inc., 1700 Mishawaka Ave., South Bend, Indiana 46624; Educational Funds, Inc., 36 S. Wabash Avenue, Chicago, Illinois 60693; and the Tuition Plan, Inc., 575 Madison Avenue, New York, New York 10022.

The preceding statements as to charges and terms of payment are the equivalent of a contract between the College and its students. Neither the President nor the Vice President for Business and Finance modifies these regulations without specific authorization from the Board of Trustees. A student is not officially registered or entitled to enroll in any class until satisfactory financial arrangements have been made with the business office. Under no circumstances will a student's grades be recorded or a transcript released until her account is paid in full.

FINANCIAL AID PHILOSOPHY

Meredith College offers a program of student aid which seeks to meet the financial needs of each of her students. All full-time degree candidates — including freshman and transfer applicants, on-campus and commuting students — are eligible to apply for financial assistance. While the student's family is expected to assume responsibility for her education by meeting expenses as completely as possible, it is the aim of Meredith that no student will be denied the opportunity to attend because of financial circumstances.

The Need Concept

While acknowledging that students should be recognized for outstanding achievement, Meredith subscribes to the philosophy that the amount of financial assistance a student receives should be based on her need at this College. Need is defined as the difference between what a family can contribute and the total cost of maintaining the student in college for a year. A systematic analysis of the financial situation is made annually.

Meredith participates in the College Scholarship Service, an agency of the College Entrance Examination Board which assists colleges, universities, and organizations in determining a student's financial need. An applicant for student aid must have the person financially responsible for her education submit a Parent's Confidential Statement (PCS) to the College Scholarship Service, requesting that Meredith College receive the results of its computation. She is also required to file a Meredith College financial aid application.



The Award

The financial aid committee at the College works with each individual in her particular situation in an effort to award the most appropriate package of assistance. Scholarships, loans, grants-in-aid, and student employment are used, usually in combination, to help deserving students meet the cost of attending Meredith.

Renewal of Aid

Once committed to a student in a program of financial aid, Meredith College will continue to help her if the need persists and if she meets academic requirements and maintains satisfactory conduct. The award may vary from year to year both in type and amount, depending upon funds available at the College and the applicant's need.

COMPETITIVE SCHOLARSHIPS

Meredith College Merit Scholarships

Each year Meredith College offers two four-year scholarships through the National Merit Scholarship Corporation. The recipients of these awards are selected from finalists who have specified Meredith College as their college choice. The stipend will equal at least one-half of the student's annual financial need, but not more than \$1,500 nor less than \$100. If the analyzed need of a recipient is greater than the scholarship stipend, the College will provide additional forms of aid to meet her need.

The Julia Hamlet Harris Scholarships

Each year twelve scholarships are awarded to outstanding freshman applicants, and two scholarships are available for junior college graduates having superior academic credentials. Recipients of these awards are designated as Harris Scholars. Scholarship stipends in this competitive program range from \$100 to \$1,200 per year, depending on the financial need of the individual recipient.

An applicant for admission who wishes to be considered for a Harris Scholarship should file a financial aid application in the Office of Admissions by February 15. If she is applying for more than the minimum stipend of \$100, her parents must also submit a Parents' Confidential Statement to the College Scholarship Service by February 15. An applicant applying for just the minimum award needs to complete only the first page and to provide the necessary signatures on the last page of the Meredith application.

Finalists in this competition will be invited to the campus on one of two Saturdays in March for interviews with the faculty selection committee. The selection of the Harris Scholars is made on the

basis of scholastic achievement, intellectual promise, and leadership ability.

In order to retain a Harris Scholarship for subsequent years, a recipient must maintain a minimum quality point ratio of 3.0 (B average) on all work taken at Meredith and must remain in good standing. The award of the student who meets these qualifications will automatically be renewed for the following year, provided she files the required student aid forms in the financial aid office. The amount of the scholarship will be the same each year unless there is a change in the scholar's degree of financial need.

Music Talent Scholarships

Each year three Music Talent Scholarships are awarded to freshman applicants with superior talent who plan to major in music. Students in any field of music are eligible for consideration. The amount of each Talent Scholarship varies from \$100 to \$1,000 per year according to the recipient's financial need.

To be considered for a Music Talent Scholarship, a prospective freshman must first apply for admission to the College. A financial aid application should also be filed in the Office of Admissions no later than February 15. If applying for more than the minimum award of \$100, the applicant's parents must also submit a Parents' Confidential Statement to the College Scholarship Service by February 15. If applying for just the minimum, the applicant need complete only the first page and the last page signatures of the Meredith aid application.

Though financial need determines the amount of the scholarship stipend, the selection is based completely on musical ability, previous performance, and potential achievement in the field of music. On the basis of previous auditions in the fall or winter, ten finalists are chosen in late February by the Department of Music; the finalists are invited to the campus on a Saturday in March for another audition and interviews with the music faculty.

A Music Talent Scholarship is renewed annually subject to the recipient's remaining in good standing and maintaining a minimum quality point ratio of 3.0 (B average) on all music courses taken at Meredith. The amount of the scholarship will be the same annually unless there is a change in the recipient's financial need. Financial aid forms must be filed each year.

Regional Baptist Scholarships

Each year one Regional Baptist Scholarship is awarded to an entering freshman and one to the graduate of a two-year college in



each of the ten regions formed by the Baptist associations in North Carolina — a total of twenty Regional Baptist Scholarships to be available each year to new students. The scholarship competition is limited to applicants who are members of a North Carolina Baptist church.

An applicant for admission who wishes to be considered for a Regional Baptist Scholarship must file a financial aid application in the Office of Admissions and a special scholarship application form with her pastor. Each interested high school senior girl and each interested sophomore at a two-year college files a scholarship application form with her pastor, who adds a letter of endorsement and forwards the application to the College. After the admissibility of the applicants from each association in a region has been determined by the Office of Admissions, they will be interviewed by a regional committee appointed by the College. The regional committee will recommend recipients to the College. Meredith reserves the right to make the final decision but will give serious consideration to the recommendations of the regional committee. Selection will be made on the basis of contributions to the life of the church, potential for future leadership in the denomination, and scholastic ability.

The amount of a Regional Baptist Scholarship varies from \$100 to \$1,000 per year according to financial need as indicated through the Parents' Confidential Statement. The amount of a scholarship stipend will be determined by the College. The scholarship winner having financial need will usually receive a package of aid, with the appropriate part being scholarship assistance. The recipient who has no need or one who has applied only for a minimum Regional Baptist Scholarship will receive a stipend of \$100. The student



applying for a minimum award is required to file only a Meredith College financial aid application and the special scholarship application form. Only the financial aid office at Meredith will have access to the financial information filed by the applicant.

A Regional Baptist Scholarship is renewed annually while the student is enrolled at Meredith. The stipend may vary from year to year depending on need and the other types of aid available to the student, but the total package of aid should adequately meet the recipient's need for assistance. A Parents' Confidential Statement must be filed each year unless the student is receiving the minimum award.

GENERAL SCHOLARSHIPS AND GRANTS

Scholarships

In addition to the competitive scholarships, Meredith has available numerous general scholarships for both entering and continuing students who need financial assistance. Scholarship awards vary in amounts according to the individual needs of the applicants.

Grants-In-Aid

A few grants-in-aid with amounts varying according to financial need are awarded by Meredith College to deserving students whose academic credentials do not qualify them for the distinction of being scholarship recipients.



ENDOWED SCHOLARSHIPS

Friends of the College have established funds to provide the following scholarships:

- | | |
|---|---|
| <i>The J. T. J. Battle Scholarships (four)</i> | <i>The Margaret Mason McManus Scholarship</i> |
| <i>The Bryan Scholarship Trust</i> | |
| <i>The Z. M. Caveness Scholarship</i> | <i>The Mr. and Mrs. W. H. Matthews Scholarship</i> |
| <i>The Helen J. Clancey Scholarship</i> | <i>The Mary Wingo Meredith Scholarship</i> |
| <i>The Coates Scholarship</i> | <i>The Charles E. Merrill Scholarships</i> |
| <i>The Lucille Lawrence Ellis Scholarship</i> | <i>The Charles S. Mitchell Scholarships</i> |
| <i>The Myrtle Hart Farmer Scholarship</i> | <i>The Margaret Faucette Parker Music Scholarship</i> |
| <i>The Lucy Teague Fassett Memorial Scholarship</i> | <i>The Thomas P. Pruitt Memorial Scholarship</i> |
| <i>The Hester P. Farrior Scholarship</i> | |
| <i>The Fuller B. Hamrick Scholarship</i> | <i>The Emma Barber Towler Scholarships (two)</i> |
| <i>The Mattie Jenkins Henderson Scholarship</i> | <i>The Wescott-Daniels Memorial Scholarship(s)</i> |
| <i>The Nannie Willis Hunter Scholarship</i> | <i>The Annie Womble Scholarship(s)</i> |
| <i>The Moses S. Jones Scholarship</i> | |
| <i>The Hattie McCauley and Arthur Augustus James Memorial Scholarship</i> | |
| <i>The Perry-Harris Scholarship</i> | |

A scholarship was established by Dr. Julia Hamlet Harris in memory of her parents, Mrs. Ella Perry Harris and Thomas Harris. It is offered to a student who has completed at least one year of study at Meredith and ranks in the upper fifth of her class. Preference will be given to a student majoring or planning to major in English.

The Mary Lynch Johnson Scholarship

A \$500 annual scholarship has been established in honor of Dr. Mary Lynch Johnson. It is to be awarded on the basis of Christian character, academic achievement, and financial need.

The Carolyn Peacock Poole Scholarship

An endowed scholarship honoring the memory of Mrs. Poole has been established by the family, friends, students, and faculty. The scholarship will be awarded to a junior or senior on the basis of Christian character, leadership, and potential executive ability. Preference will be given to a student interested in English and/or American literature.

The Martha McKeel Whitehurst Scholarship

A scholarship, currently valued at \$300 per year, has been established by the husband and family of Mrs. Whitehurst in her memory. The scholarship is to be awarded annually to a graduate of First Colonial High School in Virginia Beach, Va. It will be given to the student having the greatest financial need; preference will be given to an entering student except when a former recipient has more financial need. In the event that in a given year no student from First Colonial High School is enrolled or accepted for admission to Meredith, then the scholarship may be awarded to a graduate of St. John's High School in Darlington, S. C.

The Williams Scholarship Fund

Given by Duvall M. Williams of Wilmington, N. C., in memory of his parents, Mrs. Leah Koonce Williams and Mr. Robert E. Williams, Sr., this fund is to help

and encourage deserving students to pay their ways through college. The students must intend to go into *foreign* missionary work (not in the continental U. S. or Canada) preferably in, though not restricted to, Latin America. The amounts will be determined by the students' needs.

The Lillie Grandy Scholarship Fund

Granted under the will of the late Miss Lillie Grandy of Elizabeth City, N. C., the income from this fund makes available sixteen \$300 scholarships. Applicants must be residents of Camden County or Pasquotank County, N. C., and must have completed the first year at Meredith College and "have proven to the faculty during their freshman year that they have intellectual ability and sterling character." These scholarships may be renewed during the junior and senior years if in the judgment of the faculty the recipients prove themselves worthy.

The Ella Greenwood Holcomb Scholarship

A scholarship established by Mrs. Holcomb in memory of her parents, James and Lydia Greenwood of Surry County, N. C., is available annually to any direct descendent of James and Lydia Greenwood, with preference going to the descendent most in need of financial assistance.

LOAN FUNDS

Earnings from the following funds are available for loan purposes:

The Elizabeth Avery Colton Loan Fund

The Louis M. Curtis Loan Fund

The Dr. and Mrs. O. S. Goodwin Loan Fund

The Mable L. Hayes Loan Fund

The John W. M. Hicks Loan Fund

The Mr. and Mrs. John Billingsley Ingram Loan Fund

The Henrietta S. Jarman Loan Fund

The Edna Tyner Langston Loan Fund

The Ida Belle Ledbetter Loan Fund

The Masonic Loan Fund

The Helen Josephine Neal Loan Fund

The Old Student Loan Funds

The Olive Chapel Loan Fund

The William H. Reddish Loan Fund

The Ada Middleton Stanback Loan Fund

The W.A. Thomas Student Loan

The William C. Vick Loan Fund

The Ida Poteat Loan Fund

This fund has been provided by alumnae for juniors and seniors. Application blanks will be furnished upon request addressed to the Director of Alumnae Affairs, Meredith College.

AWARDS

The Agnes Cooper Memorial Award

A fifty-dollar award is given by members of the faculty in the Department of Music in memory of Mrs. Harry E. Cooper to a junior or senior music major chosen by the donors.

The Ida Poteat Scholarships

Two \$200 scholarships, one to a rising senior and one to a rising junior, are given by the Alumnae Association in memory of Miss Ida Poteat, teacher of art at Meredith from 1899-1929. Selection is made by an alumnae committee on the basis of scholarship, character, and service to the College.

The Helen Price Scholarships

The Kappa Nu Sigma Honor Society awards a scholarship valued between \$100 and \$150 to the freshman who maintains the highest scholastic average during her first year in college. It makes an identical award to the sophomore who has the highest scholastic average at the end of her second year at Meredith. The society reserves the right to withhold or to change the value of the award if circumstances require adjustment.

Missionary Work

A junior or senior planning to be a missionary will receive, on certification by her local church, an allowance of \$100 on her expenses for the year.

CAMPUS EMPLOYMENT

Many students needing financial assistance help meet their expenses by part-time employment in the dining room, in the library, and in various offices and academic departments of the College. Compensation varies with the amount of service rendered but usually ranges from \$200 to \$400 for the year. Available appointments will be made on the basis of apparent ability and need.

Unlike the other types of aid that are automatically credited to the student's account, compensation earned through campus employment is paid directly to the student. She may apply these funds to her basic college costs or use the earnings to defray her general expenses.



FEDERAL ASSISTANCE PROGRAMS

In addition to its own programs of financial assistance, Meredith College offers aid through the federal programs listed below.

Supplemental Educational Opportunity Grants

These grants have been established by the federal government to assist students who otherwise might be unable to attend college. They are direct grants which the student is not required to repay. To qualify for these awards, students must exhibit exceptional financial need as well as promise of academic success on the college level. Such students must be accepted for enrollment on a full-time basis or must be currently enrolled and in good standing. Supplemental Educational Opportunity Grants are available up to \$4,000 over a four-year period; an SEOG award must be matched with other student aid funds approved under this program.

National Direct Student Loans

These loans, formerly known as National Defense Student Loans, constitute a program for students needing financial assistance who have been accepted for admission or who are currently-enrolled students in good standing. An undergraduate may borrow up to \$5,000 over a four-year period if financial need is demonstrated and if funds allotted the College permit. The student has an obligation to repay her loan with 3 percent interest within a ten-year period after graduation or termination of study.



The repayment period and the interest for these loans do not begin until nine months after the student ends her studies. Repayment may be deferred for graduate study. Repayment may also be deferred up to a total of three years while a borrower is serving in the Armed Forces, the Peace Corps, or VISTA. A borrower who becomes a full-time teacher in a non-profit elementary or secondary school in which there is a high concentration of students from low-income families or in a school for handicapped children is eligible to cancel the entire loan over a five-year period at an initial rate of 15 percent for each year of teaching service.

College Work-Study Program

Meredith College participates in the off-campus summer job phase of the College Work-Study Program, called PACE in North Carolina. Through this program students who qualify on the basis of family income and financial need can earn money for college by working in their home communities during the summer. Applicants approved for admission to the College as well as currently-enrolled students may obtain further information and the special application blank required by writing to the Office of Admissions, Meredith College, Raleigh, N. C. 27611. To be considered for participation in the program, a Meredith student must file a full financial aid application with the College, in addition to the special application.

AID APPLICATION PROCEDURES

An entering student who wishes to apply for any kind of financial aid should proceed as follows *before February 15*:

1. Return a Meredith College financial aid application to the Office of Admissions. This form may be filed at the same time as or after she applies for admission, but preferably not before. Although admission must be approved before the application for financial assistance can be reviewed, she does not have to be accepted before applying for financial aid.
2. Have her parents (or guardian) submit a Parents' Confidential Statement to the College Scholarship Service, designating Meredith College (Code Number 5410) as an institution to receive a copy. The PCS may be obtained from her high school or the College Scholarship Service, Box 176, Princeton, New Jersey 08540.

The student who is applying for admission under the Early Decision Plan and who wishes to apply for financial aid should proceed as

above *before October 15* of her senior year. If all required forms are received in the Office of Admissions by November 15, she will receive a decision about her aid by December 1. Should she later be named a recipient of one of the competitive scholarships, her award may be adjusted.

An application for financial aid must be filed each year. Therefore, an enrolled student who wishes to apply for financial assistance should proceed as follows *before January 15*:

1. Obtain from the financial aid office a Meredith College financial aid application and a Parents' Confidential Statement. Have her parents (or guardian) complete the PCS and assist her in completing the financial aid application.
2. Return *both* forms to the financial aid office, along with a *check* made payable to the College Scholarship Service to cover its processing fee. The PCS and accompanying check will be forwarded by the College to CSS for processing.

Both the entering and returning student should pay close attention to the deadlines stated above. Applications filed after those dates will be given consideration only if funds allow.





NOTIFICATION OF AWARDS

All entering students applying for financial assistance, including applicants for competitive scholarships, will be informed of the College's decision on or about April 1. Students accepted for admission under the Early Decision Plan will be informed of aid awards by December 1 if all required forms are received early enough. Returning students can expect notification concerning awards by April 15.

OTHER SOURCES OF AID

Students should be aware of sources of financial aid other than those administered by the College. Some of the programs frequently used by Meredith students follow:

Guaranteed Loan Program

This particular program, generally known as the Insured Loan Program in North Carolina, is a plan of borrowing designed to help students from middle-income families. Legal residents of North Carolina enrolled full-time may borrow through College Foundation, Inc. up to \$1,250 per semester for a total of \$2,500 per academic year for an aggregate of \$10,000 for enrollment including graduate school. Loans are insured by the North Carolina State Education Assistance Authority of the United States Office of Education. *Under certain conditions* the Office of Education pays the 7 percent interest during the in-school and grace periods.

The Insured Loan Program is administered for residents of North Carolina by College Foundation, Inc. Guaranteed Loans are available to residents of all other states, some of which operate their



programs through United States Aid Funds, Inc. The Office of Admissions at Meredith College has additional information about the loan program and applications for North Carolina residents.

North Carolina Prospective Teachers Scholarship Loan Fund

In 1957, the North Carolina General Assembly established a Scholarship-Loan Fund for North Carolina Prospective Teachers. A limited number of awards of not more than \$600 are provided annually. They are awarded on the basis of the aptitude, purposefulness, scholarship, character, and financial need of the applicant.

All scholarship-loans are at the rate of 4 percent per year from September 1 following fulfillment by a prospective teacher of the requirements for a teacher's certificate based upon the bachelor's degree. Scholarship-loans and the interest thereon may be cancelled by teaching one full year in North Carolina for each annual scholarship received.

Detailed information concerning this scholarship-loan program may be obtained from one's guidance counselor or by writing to the Prospective Teachers Scholarship-Loan Fund, State Department of Public Instruction, Raleigh, North Carolina.

The Winston-Salem Foundation

A student loan program has been established by citizens of this community for residents of Forsyth County. While she is enrolled, the student pays interest annually, but repayment of the principal does not begin until after the borrower leaves school. The interest rate on these loans is 4 percent, which includes life insurance protection. Details of this program may be obtained by writing the Winston-Salem Foundation, 300 West Fifth Street, Winston-Salem, North Carolina.

Vocational Rehabilitation

Financial assistance for attending college is provided by the State of North Carolina for residents of North Carolina who are physically handicapped. For additional information write directly to the North Carolina Vocational Rehabilitation Division, State Department of Public Instruction, Raleigh, North Carolina.

Veterans Administration and Social Security Benefits

The family situation of some students may entitle them to receive benefits under one of these programs. Information may be obtained from the local agency.





Kathy White, from Fayetteville, North Carolina, has already decided that her interest in foreign languages will take her to graduate school. With a double major in French and Spanish, Kathy belongs to the French and Spanish Clubs and to the Meredith Recreation Association. When she completes her formal education, Kathy hopes to be an interpreter.

Academics: Programs and Regulations

Meredith offers three degree programs: Bachelor of Arts, Bachelor of Science, and Bachelor of Music. The Bachelor of Arts is a broad-based degree that offers a liberal education with majors available in seventeen departments of the College. The Bachelor of Science degree is more specialized than the Bachelor of Arts degree but is firmly based in a general studies program which includes substantial experience in the humanities, fine arts, and social sciences. General education requirements are identical for the Bachelor of Arts and Bachelor of Science degrees. Students who major in the Departments of Biology, Business and Economics, Chemistry, Mathematics, or Home Economics may choose either the Bachelor of Arts or the Bachelor of Science. The Bachelor of Music with a major in applied music or music education is a professional degree which is built on a liberal arts base and is intended to prepare the student for a career in teaching and performance.

CHOICE OF CATALOGUE

A student may elect to follow the degree requirements listed in any subsequent catalogue in force during her period of residence. This option is available because during the year the College will continue the implementation of change in the academic program, student personnel services, and other areas of campus life.

REQUIREMENTS FOR ALL DEGREES

The curriculum is arranged by courses with each course quantitatively evaluated according to the semester hour system. A candidate for the degree of Bachelor of Arts, Bachelor of Science, or Bachelor of Music must complete at least 124 semester hours with a quality point ratio of at least 2.0 on all courses attempted, all courses attempted at Meredith, all courses attempted at Meredith in her major subject(s), and all courses attempted during her senior year.

REQUIREMENTS FOR THE BACHELOR OF ARTS AND BACHELOR OF SCIENCE DEGREES

A candidate for the Bachelor of Arts or Bachelor of Science degrees must complete certain prescribed subjects, area distribution requirements, and a major specialization in a selected field. The College seeks to provide optimum opportunity for choice in the selection of specific courses.

Prescribed Subjects

<i>English Composition</i>	3 hours
<i>Literature</i>	6 hours

1. A 3-hour course in major British authors *and*
2. A 3-hour course in English, American, or world literature; or any literature course in a foreign language.

<i>Foreign Language</i>	0-12 hours
Each student will be required to demonstrate a proficiency level comparable to that attained by the end of the second college year of the language.	

<i>Religion</i>	6 hours
1. A 6-hour introduction to the Old and New Testaments <i>or</i>	
2. A 3-hour introduction to Biblical literature and history and one advanced 3-hour course in religion.	

<i>Physical Education</i>	4 hours
---------------------------------	---------

<i>Freshman Colloquium</i>	1 hour
----------------------------------	--------

Area Distribution Requirements in Addition to Prescribed Subjects

Humanities and Fine Arts Area — art, English, foreign language, music, philosophy, religion.

Majors in subjects in this area will be expected to complete 12 hours in subjects in the natural sciences and mathematics area *and* 12 hours in subjects in the social sciences area.

Natural Sciences and Mathematics Area — biology, chemistry, mathematics, physics, physical geography.

Majors in subjects in this area will be expected to complete 6 hours in subjects in the humanities and fine arts area* and 12 hours in subjects in the social sciences area.

Social Sciences Area — economics, geography,** history, political science, psychology, sociology.

Majors in subjects in this area and majors in business will be expected to complete 6 hours in subjects in the humanities and fine arts area* and 12 hours in subjects in the natural sciences and mathematics area.

Majors in home economics will be expected to complete 6 hours in subjects in the humanities and fine arts area,* 6 hours in the social sciences area, and 12 hours in the natural sciences and mathematics area.

REQUIREMENTS FOR THE BACHELOR OF MUSIC DEGREE

<i>Liberal Arts and Science Area</i>	44-46 hours
<i>Music</i>	27 hours
<i>Professional (Music and Education)</i>	53 hours
<i>Performance</i>	
<i>Piano Proficiency</i>	
<i>Attendance at Concerts and Recitals</i>	

Note: See pages 95-96 for detailed requirements appropriate to all majors in the Department of Music.

REQUIREMENTS FOR A SECOND BACCALAUREATE DEGREE

A person who holds a baccalaureate degree may receive from Meredith College a second and different baccalaureate degree by fulfilling the following conditions:

1. Meet all the requirements for the second degree.
2. Complete a minimum of 30 hours in residence beyond requirements for the first degree.

The same degree may not be awarded twice. The student who is working on a second baccalaureate degree shall be classified academically as a senior.

*Neither applied music nor studio art courses will count in the 6 hours of work required in the humanities and fine arts area. Speech 357 is acceptable.

**Physical geography is excluded from this area.



MAJORS

As soon as is feasible, but no later than the close of the sophomore year, a candidate for the degree of Bachelor of Arts, Bachelor of Science, or Bachelor of Music shall select a subject major. Each student must declare her major to the department on a form provided there and then register her declaration on the form in the office of the Dean. When the selection has been approved by the department concerned and by the Dean, a major professor will be appointed to supervise the student's program. A student who completes all requirements for a second major may ask that this fact be recorded on her permanent record.

Majors may be selected from the following subjects. Detailed requirements are listed in the respective sections on pages 76-105.

Bachelor of Arts

American civilization
art
biology
chemistry
economics
English
French
history
home economics

Latin
mathematics
music
non-western civilizations
psychology
religion
sociology
Spanish

Bachelor of Science

biology
business administration
chemistry
home economics
mathematics

Bachelor of Music

applied music
music education

SOCIAL WELFARE PROGRAM

A student who wishes to complete the social welfare sequence should file a declaration of intent at the end of her freshman year. She will confer with a designated member of the Department of Sociology to outline a plan for completing the specified content with requirements and options. Upon graduation she will be awarded a certificate stating that she has completed all requirements for the social welfare sequence. At her request, the fact will be noted on her official transcript. The following courses in sociology must be completed: 230, 301, 302, 337, 338, 397, 398, and 494. Eighteen hours, according to individual advising, must be

completed in the following fields: economics, political science, psychology, with a minimum of three hours in each. Students choosing the sequence may major in sociology or any other major field.

TEACHER EDUCATION

All the programs listed herein are designed primarily to prepare students who wish to teach in the public schools of North Carolina. In keeping with state certification requirements and the competency-based programs of Meredith College, all students who expect to qualify for Class A teaching certificates should follow this procedure:

A student who wishes to enter a teacher education program should indicate that desire to her faculty adviser no later than the end of the first semester of the sophomore year. Following her declaration of a major, the student and her major professor should prepare a program leading to graduation. A copy of this planned program should then be filed with the chairman of the Department of Education.

The College offers state-approved teacher education programs leading to the following certificates: Early Childhood, Intermediate (see pages 60-62 for concentrations), Secondary Subjects, Music, and Art (see pages 62 and 63).



Requirements for all Certificates

- A. All college requirements for graduation must be met by each student seeking certification. Courses taken to meet college graduation requirements are also applicable to specific requirements in all teacher education programs.
- B. Students completing a teacher education program must also complete a major in another academic discipline. (See page 14.)
- C. Minimum semester hours of general education requirements are the following:

Language arts and humanities	24
Grammar, composition, and literature	
Courses chosen from 2 of the following groups:	
1. Fine and applied arts	
2. Philosophy, religion, psychology	
3. Foreign language	
Social studies	12
History and 2 fields selected from the following:	
Anthropology, economics, geography (excluding Geography 201),	
political science, sociology	
Mathematics	3 to 4
Natural sciences	6 to 8
Health and physical education	2

NOTE: *Courses required for all certificates are applicable to requirements of the specific program in Early Childhood, Intermediate, Secondary, Music, and Art.*

Early Childhood Education (K-3)

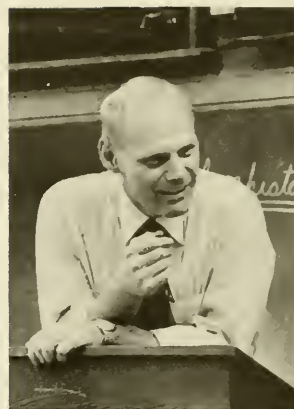
Students who expect to secure North Carolina Class A certificates to teach in kindergarten through grade three must meet the requirements for minimum semester hours listed below.

- A. Subject matter courses

Language arts	13
English composition and grammar	
Literature (including English and American)	
Education 345 Children's Literature for Early Childhood	
Education 444 Reading for Early Childhood	
Speech (if recommended by faculty adviser)	
Social studies	15
History (United States History 214 or 215 preferred) and 2 fields	
selected from the following:	
Anthropology strongly recommended (Sociology 260, 360),	
economics (Economics 374 recommended), geography	
(excluding Geography 201), political science, sociology,	
(excluding Sociology 337)	
Science	6
Two of the following:	
Biology 101, Chemistry 111, Geography 201	
Mathematics	3
Mathematics 100 or equivalent*	

*This requirement is waived for mathematics majors.

A. Art	3 or 6
Art 243 or equivalent (applicants for proficiency certificates should see the chairman of the art department)	
744 Art	
Music	3 or 6
Music 204 or equivalent (applicants for proficiency certificates should see the chairman of the music department)	
744 Music	
Health and physical education	8
Physical education activity, 4 hours	
744 Health Education	
744 Physical Education	
B. Professional K-3 courses	
Psychological Foundations	6
Education 234 Educational Psychology for Early Childhood	
Psychology 347 Child Psychology	
(Psychology 225 General Psychology is recommended as an elective to precede these 2 courses.)	
Historical, philosophical, and sociological foundations	6
Sociology 337 The Community	
Education 435 Foundations of American Education	
Curriculum, activities, and methods	6
Education 348 Early Childhood Education	
Education 448 Early Childhood Methods	
Student teaching and conferences	6
Education 439 Observation and Directed Teaching	



Intermediate (4-9)

Students who expect to secure North Carolina Class A certificates to teach in grades four through nine must meet the requirements for minimum semester hours listed below.

A. Subject matter courses	
1. General	
Language arts	12
English grammar and composition	
Literature (elective)	
Education 454 Reading in the Intermediate Grades	
Speech (if recommended by faculty adviser)	
Social Studies	12
History and 2 fields selected from the following:	
Anthropology, economics, geography (excluding Geography 201), political science, sociology	
Mathematics	6
Mathematics 100 or equivalent* must be included.	
Science	6 to 8
Art	3
Choice of Art 234, 359, 360	

*This requirement is waived for mathematics majors.

Music 3
Choice of Music 214, 315, or 316

Health education and physical education 6
754 Health Education
Physical education activities, 4 hours

2. Concentration

Each prospective teacher will select one and preferably 2 areas of concentration, with the following *additional* requirements:

Language arts 11
(Children's literature and American literature are required. English 358 is recommended.)

Social studies 12
(A course in an additional social studies field is required.)

Science 11
(Biological, physical, and earth sciences should be included. Geography 201 satisfies the earth science requirement.)

Mathematics 12
(Depth in appropriate mathematics is required.)

B. Professional 4-9 courses

Psychological foundations 6
Education 234 Educational Psychology
Education 354 Human Growth and Development

Foundations of American Education 3
Education 435 Foundations of American Education

Instructional procedures (Choose one.) 3
Education 458 Methods of Teaching Language Arts and Social Studies
Education 457 Methods of Teaching Science and Mathematics

Student teaching and conferences 6
Education 439 Observation and Directed Teaching

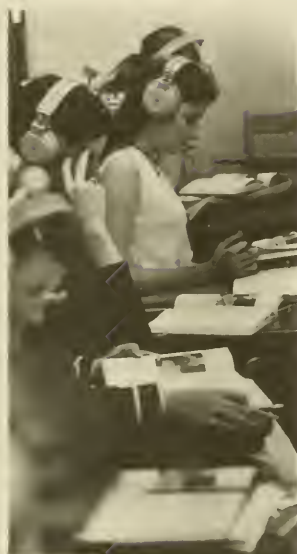
Secondary Subjects (7-12); Art and Music (K-12)

Students who expect to secure North Carolina Class A certificates to teach secondary subjects areas, art, or music education must meet the minimum requirements listed below. It is recommended that students be able to teach at least two subjects at the secondary level.

Major courses, related subjects, and electives are counted toward certification, but it should be noted that the requirements for state certificates and the college requirements for majors do not always coincide. All teacher education programs must be approved by the head of the Department of Education by the beginning of the junior year.

A. Subject matter courses

1. Requirements for all certificates (See details on page 60.)



2. Teaching fields for grades 7-12 and minimum semester hours:	
Business education	36
English	36
French	30
Home economics	48
(including certain sciences and related courses)	
Latin	30
Science	48
Social Studies	42
anthropology, economics, geography, history, political science, sociology	
Spanish	30
Mathematics	30

3. Teaching fields for grades K-12 and minimum semester hours:	
Art	36
Music (See pages 96.)	48

B. Professional courses and minimum semester hours (professional courses for music listed on page 96.)	
Area 1 - The pupil	6
Education 234 and 466	
Area 2 - The school	6
Education 367 and 435	
Area 3 - Teaching and practicum	9
Education 734 or 764 and Education 439	

NOTE: Students are advised to take these courses in the following order:
Education 234, 367, 734 or 764, 435, 439.

NOTE: For certification in music or art education, students may select either
Education 348 or 367 in order to meet professional course requirements.



ADDITIONAL PROGRAMS

Cooperative Education

In order to offer its students opportunities to explore their career interests, Meredith is experimenting with Cooperative Education. During the 1973-74 academic year the College began partial implementation of the program. Funded by a federal grant, Cooperative Education allows students to alternate full-time work and study experiences. Students receive pay and academic credit for these work experiences which are coordinated and supervised by the College.

Continuing Education

Information about Continuing Education may be obtained from the Coordinator of Continuing Education. A variety of programs is offered for adults who wish to resume their formal education. Adults will be admitted in regular courses or in enrichment courses by the admission procedures for special students described on page 34.

Convocation

As explained on pages 15 and 16, convocation is viewed as an integral part of the academic program. Therefore, attendance is required of both resident and non-resident students. Attendance regulations are listed under Retention on pages 71 and 72 and in the *Student Handbook*.

Special Studies

A student may take part in independent studies, directed individual studies, community internships, and special group studies when such participation clearly enhances her program. Special Studies is described in greater detail on page 76.

Cooperating Raleigh Colleges

A student who wishes to register for a course at one of the Cooperating Raleigh Colleges should obtain the approval of her adviser, the chairman of the appropriate department, and the Dean. Except under unusual circumstances, approval will be given only for courses not available at Meredith and only to sophomores, juniors, and seniors. The Academic Council will receive written appeals from students whose requests have not been approved by the persons designated above. The maximum number of courses a student may take each year is three and each course may carry up to four semester hours credit.

Drew University

Students who wish to participate in the Drew University semester on the United Nations or on British politics and history at a London university should apply at the Department of History. See page 16 for additional information.

American University

Students who wish to participate in the Washington Semester at American University should apply at the Department of History. See page 17 for additional information.

Summer Term

Summer term courses are counted on the same basis as the fall and spring semesters. A student who plans to attend summer session at another accredited institution makes application for transfer credit on a form available from her faculty adviser. She secures the written approval of her adviser, the appropriate chairmen of the departments, and the Dean for courses she plans to take. The maximum allowed for a summer term is normally seven semester hours for any one session. Meredith students enrolled at Meredith summer school may enroll for one course at a Cooperating Raleigh College. This course will be treated as an interinstitutional course. Fees will be paid at the Cooperating Raleigh College and a transcript must be sent to Meredith.

ACADEMIC ADVISERS

Upon arrival at Meredith each student is assigned an academic adviser who will aid her in planning her program, offer academic counsel, and serve as a personal counselor if the student so desires. Once the student declares a major field, she will be assigned to an adviser in that department. Although the major adviser must approve the student's program and will, in consultation with the Registrar, certify to the faculty that she has met all requirements, the student is finally responsible for her own program.

SPECIAL CREDIT REGULATIONS

Advanced Placement Credit

Advanced placement and credit is available in several departments. Entering students see page 30. Students in residence should apply directly to the department concerned or to the Dean.

Auditing Courses

Full-time students may audit a class upon the approval of the



teacher of the class and the Registrar. (Under no condition will an audit student displace a regular student.)

Audited classes are listed on the permanent record, but no credit or grade is recorded. An audited class may be dropped in the same manner as any other class. When dropped, the course will not be entered on the permanent record. (If the student fails to satisfy the teacher's stated expectations for the audit, the audit will not be listed on the permanent record.)

Residence Credit Requirements

A candidate for a degree must complete twenty-four of her last thirty hours at Meredith College. If four-hour courses are involved, twenty-two of the last thirty hours will suffice. For a student who enrolls for credit at one of the Cooperating Raleigh Colleges under the interinstitutional agreement, one additional course carrying up to four hours credit is permitted. A student who plans to complete her graduation requirements in December may take as many as twelve semester hours (or fourteen, if four-hour courses are involved) at another institution during the summer immediately prior to her final semester, provided she completes at least twelve hours at Meredith during each of her last two regular semesters.

A senior transfer student from a regionally-accredited institution must complete at least thirty hours at Meredith. If a senior enters from a college not accredited by the regional accrediting agency, she must attend Meredith for at least two years.

A student transferring to Meredith at the beginning of the junior year will be expected to take at Meredith at least twelve hours in the department in which she is a major. A student transferring at the beginning of her senior year will be expected to take at Meredith at least nine hours in the department in which she is a major. The maximum credit accepted from a two-year college is sixty-six semester hours.

Provisional Credit

When the candidate comes from a college belonging to the Southern Association of Colleges and Schools or an association of related rank, she will be given credit for the courses acceptable toward a degree at Meredith. A candidate from a non-accredited college will be given provisional credit which must be validated by success in work undertaken at Meredith or by examinations. In order to validate provisional credit other than by examination, she must complete a minimum of twenty-four semester hours with a C

average during her first two semesters at Meredith. If one fails to reach this standard she will have her provisional credits reduced in number by the deficiency in hours or quality points.

Old Credit

In evaluating credit earned more than ten years prior to enrollment at Meredith, the Registrar will consult with the appropriate departmental chairmen.

Correspondence Credit

Six hours maximum credit may be allowed for correspondence courses on which a grade of C or higher has been earned after written permission has been granted by the student's adviser, the chairman of the department involved, and the Dean.

Restricted Credit for Juniors and Seniors

Juniors may take as many as four semester courses numbered in the one hundreds. Seniors may take as many as two semester courses numbered in the one hundreds.

Credit in Music

Of the 124 hours required for graduation, no more than 4 may be in ensemble credits. Additional ensemble credits, however, will be recorded on students' transcripts and will count in grade point averages.



LOAD RESTRICTIONS

Freshman and Sophomore Years

The subjects required of all students during the freshman year at Meredith are English composition, foreign language when it is being continued, Freshman Colloquium, and physical education.

During her freshman and sophomore years a student may not take concurrently two courses in the same disciplines without the Dean's permission.

All Students

A student will decide upon her own course load in consultation with her adviser. The average-load in a semester is 15.5 hours. The student wishing to graduate in four years should give particular care to maintaining the average. A student who takes an overload or underload of more than one semester hour should do so only after careful consideration.

CLASS ATTENDANCE

Each student is expected to be regular and prompt in her attendance at all classes, conferences, and other academic appointments. Regular presence of the student in the classroom is indispensable both to herself in deriving the most benefit from her courses and to her teachers and fellow students in sharing the



benefits of her thinking. She must accept full responsibility for class presentation, announcements, and assignments missed because of absence. Absences tend to affect the quality of one's work and, therefore, may lower her standing in courses. Each student must determine for herself what constitutes responsible class attendance.

WITHDRAWAL FROM CLASSES

Students who do not wish to complete a course for which they are enrolled ***must withdraw officially*** through the Registrar's office.

DROP-ADD PERIOD

During the first five class days of each semester a student may change her course schedule without penalty or record. No courses may be added after this five-day period. All courses dropped between the end of the five-day period and the first four weeks of the semester will receive a W (withdrawal) grade. Courses dropped after this date will be graded WP or WF. No drops are permitted after the final meeting of the class. All schedule changes are processed on forms available in the Office of the Registrar.

GRADING SYSTEM

Each course receives one official semester grade, an evaluation of the entire work of the student during the semester. A report is sent to the student and her parents or guardian.

Standard Grading

In spite of the fact that different disciplines demand different emphases, that in certain areas special skills are necessarily involved, and that absolute uniformity in such interpretation would be impossible and perhaps undesirable, effort has been made to formulate some statement of interpretation of the letter grades.

- A Sustained mastery of course content and consistent demonstration of individual initiative and insight beyond the fulfillment of course requirements.
- B Work displaying accurate knowledge of course content and some ability to use this knowledge creatively.
- C Work demonstrating familiarity with basic course concepts, related methods of study, and full participation in class work.
- D Work below the minimum standard as defined above. Although falling below this minimum, it is considered of sufficient merit to be counted toward graduation if balanced by superior work in other courses.
- P Passing on a course elected for Pass-Fail grading. Neither hours nor quality points are used in computing grade point averages.

- F Failure which may not be made up by re-examination.
- INC The student's work is incomplete. If an Inc. is not completed during the next semester, it automatically becomes an F.
- WF The student was not passing when she withdrew from the course. A course with a grade of WF will count as hours attempted.
- WP The student was passing when she withdrew from the course. A course with a grade WP does not count as hours attempted. *Withdrawal from class* with a WP mark is allowed throughout the regular class schedule. Students who wish to exercise this option must do so before the final meeting of the class. No withdrawals will be allowed after the examination schedule has begun.
- W The student withdrew from college for medical or other emergency reasons or withdrew from a course during the first four weeks of the semester. W is given only upon medical or emergency withdrawal. A course with a W grade does not count as hours attempted.

Pass-Fail Option

Grading under a Pass-Fail option is available in several categories:

1. Freshman Colloquium is graded PF for all students.
2. Physical education taken as a college graduation requirement is graded PF for all students.
3. During her junior and/or senior years, a student may elect for PF grading not more than two courses from outside her major field (including Education 439) and one seminar in her major field. Only one such course may be elected during a single semester. Excluded from courses which may be pursued under this category are the following: All "prescribed subjects" taken to meet requirements for graduation; all courses taken in summer school or in institutions other than Meredith.
4. Physical education courses taken in addition to the four hours required **may** be elected for PF grading in addition to other options.
5. Health Education 101 may be elected for PF grading in addition to other options.
6. Special Studies in all four categories (page 76) may be established with PF grading only. A student may elect this course in addition to her other PF options.

Some general regulations applying to PF grading are the following:

1. Course content and requirements will be the same for PF registrants as for regular students, and minimum performance for P will be equivalent to minimum performance for letter grade D.
2. In computation of grade-point averages an F on a PF course will be computed as hours attempted; a P will not be computed as hours attempted.
3. When a student registers for the semester in which she elects the PF option for a course, she will designate the course that she so elects. No changes in such options will be allowed after the first ten days of the semester in which schedule changes are normally allowed.
4. A student who changes her major to a department in which she has already taken PF work may credit only one PF course in the new major. If she has taken more than one such course, she will forfeit credit in the new major.
5. Responsibility for compliance with all rules governing the PF system rests with the student, and appeals for exception to these will not be heard.

Repetition of Courses

A course may be repeated if the student registers for the course the next time it is offered. Exceptions require permission of the Dean and the chairman of the department in which the course is to be repeated.

Quality Point Ratio

Each semester hour with a grade of A carries four quality points; B, three; C, two; D, one; F, none. The quality point ratio is calculated by dividing the number of quality points earned by the number of semester hours attempted, whether passed or not. No more hours for a course are ever calculated in the quality point ratio than the number of hours credit carried by the course.

RETENTION

All students are expected to maintain satisfactory progress toward graduation. When a student fails to make satisfactory progress her case will be reviewed by an Academic Retention Committee composed usually of the Academic Dean, the Dean of Students, the



student's adviser, and two other professors who have taught her. This committee will decide whether the best interest of the student and the College requires suspension or retention.

1. A student is considered to be making minimal progress if she passes nine semester hours and earns eighteen quality points in any given semester. Should she fail to achieve either minimum, she is placed on academic probation for the following semester. If in that semester she again fails to reach either minimum, her case will be reviewed by a Retention Committee.
2. A student is considered to be making minimal progress if, before her third college year, she has accumulated during regular and summer sessions fifty semester hours and ninety-two quality points and has a quality point ratio of at least 1.5 on all courses attempted at Meredith. If a student fails to reach either minimum her case will be referred to a Retention Committee.
3. A student's adviser may refer her to an Academic Retention Committee if her progress seems unsatisfactory even though she has met the minimums outlined above.
4. Students having four unexcused absences from convocation during one semester will be placed on probation. Should a student on probation have a fifth unexcused absence, her case will be reviewed by a Retention Committee. This committee will decide whether the best interest of the student and the College requires suspension or retention.

ACADEMIC RECOGNITION

Eligibility List

An Eligibility List is prepared at the beginning of each semester which includes the names of all students who have maintained the minimum academic standard for college representation or for student activities as indicated in the *Student Handbook*. A student is considered eligible if she has at least a 2.0 QPR on all work attempted at Meredith. All freshmen are eligible in their first semester. Transfer students must have a 2.0 average.

Dean's List

At the end of each semester a Dean's List is published in recognition of those students who have achieved a high academic level in their courses for that semester. Students who passed all Meredith and Cooperating Raleigh Colleges courses with a number of quality points equal to three times the number of semester hours taken plus three will be placed on the list. The students must have completed at least twelve semester hours during the semester, including courses at other Cooperating Raleigh Colleges.

Graduating with Distinction

The degree of Bachelor of Arts, Bachelor of Science, or Bachelor of

Music with Distinction is conferred upon a student under the following conditions:

1. A student must have been in residence at Meredith long enough to have earned a minimum of fifty-seven semester hours in courses at Meredith and interinstitutional courses at other Cooperating Raleigh Colleges.
2. For the purpose of computing the standing of a student, all semester hours attempted for degree credit at Meredith College are counted.
3. Students whose average is 3.2 quality points per semester hour are graduated **cum laude**; those whose average is 3.6 quality points per semester hour are graduated **magna cum laude**; those whose average is 3.9 quality points per semester hour are graduated **summa cum laude**.
4. No student shall be graduated with distinction unless her grades on all her college work, including any taken at other colleges, meet the required standards set up for such honors.

CLASSIFICATION

Students are to be classified on the following basis:

Classification	Sem. Hrs. Credit	Q.P.R. on All Work Attempted at Meredith
Sophomore	25	1.30
Junior	60	1.65
Senior	90	1.90

The classification of a transfer student will be determined by the number of semester hours credit accepted at the time of admission.

DEADLINE FOR FILING FOR GRADUATION

Seniors who expect to graduate in 1975 should file information in the Office of the Academic Dean on or before the January 31 deadline noted in the college calendar.

GRADUATE RECORD EXAMINATION

Early in the senior year a student wishing to go to graduate school should arrange to take the Graduate Record Examination(s) through the placement office or at other established testing centers. Detailed information is available from academic advisers or in the placement office.

OFFICIAL WITHDRAWAL

Official withdrawal from the College is effected by all students through the Office of the Dean of Students. Failure to make official withdrawal forfeits the right of honorable dismissal.





"The friendliness that I found on campus and the quality of the academics attracted me to Meredith," explains Carole Burbank. Carole, who came to Meredith from Cedar Grove, New Jersey, plans to major in voice. She is shown here with Miss Beatrice Donley, an associate professor in Meredith's Department of Music.

Courses Of Study

Lower level courses are numbered in the 100's and 200's; upper level courses, 300's and 400's; educational method courses in academic disciplines, 700's; special studies courses, 900's.

A course with two numbers continues throughout the year. If the numbers are connected with a hyphen, no permanent credit is allowed until the full year's work is completed.

Brackets enclosing the number and title of a course indicate that the course is not given for the current year.

The College does not guarantee to offer any course listed below for which there is not a minimum registration of ten students.

A "block" course is taught for the first half of a semester, five days a week. Student teaching under supervision is scheduled for the second half of either semester.

GENERAL COURSES

FCO 100 FRESHMAN COLLOQUIUM

A study of selected contemporary issues, bringing to bear upon them insights drawn from the academic disciplines. Required of all freshmen. *Credit, one hour.* Staff.

SPECIAL STUDIES

Special Studies Courses are available in all departments in the following categories:

910 INDEPENDENT STUDY

A program of study involving a minimum of guidance and allowing truly autonomous study.

920 DIRECTED INDIVIDUAL STUDY

An individualized course of study in an area selected and planned by a student in consultation with an instructor. Appropriate guidance provided by the instructor.

930 COMMUNITY INTERNSHIP

An internship in practical work, permitted if the work has a basis in prior course work and involves intellectual analysis. Supervision by an instructor and by a representative of the agency or institution in which the work is done if it takes place off campus.

940-949 GROUP STUDY

A course on a special topic which is not already offered in the curriculum.

Special Studies courses are governed by the following procedures:

1. A course may be proposed by students or faculty.
2. Each course must have the approval of the chairman of the department in which credit is given.
3. Each course must have the approval of the Dean of the College (Academic Dean).
4. Approval for Group Study of special topics is granted on a one-semester basis.
5. An approved Group Study course is listed in the schedule of courses offered and enrollment is through the usual procedures.
6. Approval for Independent Study, Directed Individual Study, and Community Internship must be secured by each student by registration day of the semester during which the course is to be taken.
7. Courses may be taken for from one to four semester hours credit.
8. The option may be pursued on multiple occasions.
9. Special Studies courses may be designated for Pass-Fail grading by those persons responsible for approving them. A student may elect these in addition to her P-F options.

ART

Associate Professor White, *Chairman*; Assistant Professor Maron; and Instructors Chrest, Hoog, Stephens, Vilas, and Wong. The department offers a major in art.

Requirements for a Major

Thirty hours in art, including 101, 102, 221, 222, 359, 360, and 498.

101, 102 BEGINNING DRAWING AND COMPOSITION

An introductory course in basic design with emphasis on the elements and the principles of design. Studio problems involving the use of a variety of materials. Development of individual creative ability encouraged through group and individual criticism. Prerequisite for Art 102: Art 101 or Art 243. Six studio hours a week. *Credit, six hours.* Mr. White.

221, 222 CREATIVE DESIGN

A course offering the student an opportunity to develop creativeness in two- and three-dimensional design and technical ability in the use of various materials. Prerequisite: Art 101, 102. Six studio hours a week. *Credit, six hours.* Mr. White.



226 CERAMICS

An introductory course in ceramic processes and material. Projects in coil, slab, and wheel methods of production. Experimentation with various types of decoration. Not open to freshmen except by special permission. *Credit, three hours.* Mr. Wong.

229 ADVANCED DRAWING

Problems in sketching, figure drawing, illustration, and perspective drawing. Prerequisite: Art 101, 102. Six studio hours a week. *Credit, three hours.* Mr. Maron.

234 ART APPRECIATION

A course designed to satisfy the need of students for a key to the enjoyment of art. Art of past cultures and modern times introduced to the student through illustrated lectures and class discussions. Not open to art majors. *Credit, three hours.* Mrs. Stephens and Mr. Chrest.

243 BEGINNING ART

A course in the fundamentals of art for others than art majors. Consideration of the elements and principles of design and their application in problems involving various art media. Six studio hours a week. *Credit, three hours.* Mrs. Vilas and Mr. Maron.

244 INTERIOR DESIGN

A course to familiarize the student with historical and contemporary home furnishing and decoration. Studio problems in interior design. Six studio hours a week. (Also offered as Home Economics 244.) *Credit, three hours.* Staff.

258 ELEMENTARY SCULPTURE

An introductory course in modeling and construction of three-dimensional subjects. Emphasis upon the creative phase of sculpturing and upon technical process and techniques. Six studio hours a week. *Credit, three hours.* Staff.

345, 346 PRINTMAKING

Fundamentals of printmaking processes: relief, intaglio, planographic, stencil, and mixed media. Prerequisite: Art 101, 102 or special permission. *Credit, three or six hours.* Mr. Chrest.

347, 348 BEGINNING PAINTING

A studio course in creative painting in various media including casein, watercolor, oil, and acrylic. Prerequisite: Art 101, 102 or special permission. Six studio hours a week. *Credit, three or six hours.* Mr.-Maron.

359 HISTORY OF ANCIENT ART

A survey of the significant art of the East and West from prehistoric times to the Renaissance. *Credit, three hours.* Mrs. Stephens.

360 HISTORY OF MODERN ART

A survey of the principal trends of sculpture, painting, and architecture from the Renaissance to the present. *Credit, three hours.* Mrs. Stephens.

453, 454 ADVANCED PAINTING

Prerequisite: Art 347, 348. Six studio hours a week. *Credit, three or six hours.* Mr. White.

465 COMMERCIAL ART

A course for the student interested in the nature and application of art materials for the commercial art field. Illustration, fashion drawing, window display, and advertising art included in the projects covered. Prerequisite: Art 101, 102. Six studio hours a week. *Credit, three hours.* Mrs. Vilas.

498 SEMINAR

A study and review group meeting with the staff to consider current problems, advanced techniques, and other problems related to art. Required of all art majors in their senior year. Includes preparation for the exhibition required of all senior majors. *Credit, one hour.* Mr. White.

**734 METHODS IN THE TEACHING OF ART
(For Art Majors)**

A study of the aims of art in the school and its place in the integral program; practice in art problems for the classroom teacher, together with the selection and preparation of illustrative material to meet the needs of pupils of different grade levels. Prerequisite: twelve hours of art. One lecture and four studio hours a week. May not be counted toward a major. *Credit, three hours.* Mrs. Vilas.

**744 METHODS IN THE TEACHING OF ART
(For K-3 Teachers)**

A study of the aims of art in the school and its place in the integral program; practice in art problems for the classroom teacher, together with the selection and preparation of illustrative materials to meet the needs of pupils of different grade levels. Prerequisite: Art 101 or Art 243 or permission of the department. One lecture and four studio hours a week. May not be counted toward a major. *Credit, three hours.* Mr. Maron.

Students who wish advanced practice and research in special fields—painting, sculpture, design, graphics, art history, etc.—should consult with the departmental chairman and arrange for it through the Special Studies options listed on page 76.

BIOLOGY

Assistant Professor Bunn, *Chairman*; Professor J. Yarborough; and Assistant Professor Eads. The department offers a major in biology (A.B. or B.S.).

Requirements for a Major

BACHELOR OF ARTS

Thirty semester hours in biology, including 101, 102, 211, 222, 231, 321 or 334, 336. Other requirements include Chemistry 111, 112, and 221 and mathematics through at least one semester of calculus (Mathematics 211). SCI 764 does not count toward a major. Students qualifying for a teaching certificate in high school biology must also include one year of either physics or earth science.

BACHELOR OF SCIENCE

Thirty-six semester hours in biology, including 101, 102, 211, 222, 231, 323, 334, and 321 or 336 plus one approved biology elective. Two hours of Biology Seminar or Special Studies in addition to the courses listed above. Thirty-three hours of related subjects, including one chemistry elective, Physics 221 and 222, and Mathematics 110, 211 and one additional advanced course (240 or 212 is recommended).

101 PRINCIPLES OF BIOLOGY

A course presenting the most important biological principles and so relating them that the student can apply them in the ordinary affairs of life. Study of protoplasm, the cell (including sub-cellular constituents), metabolic processes with emphasis on molecular involvement, and the role of green plants and microbes. Position and involvement of vertebrates, emphasizing man. Stress on the principles of genetics and of ecology. Three lectures and two laboratory hours a week. *Credit, four hours.* Staff.

102 SURVEY OF LIVING THINGS

A study of representative organisms from the major animal phyla and plant groups. Phylogenetic and ecological relationships considered throughout the entire course. Three lectures and two laboratory hours a week. *Credit, four hours.* Staff.

211 ADVANCED PLANT BIOLOGY

An advanced plant science course combining basic studies in seed plant physiology and anatomy with traditional plant morphology in which all major groups of the plant kingdom are surveyed. Prerequisite: Biology 101, 102. Two lectures and six laboratory or field trip hours a week. *Credit, four hours.* Mr. Yarborough.

222 INVERTEBRATE ZOOLOGY

A comparative phylogenetic approach to the major groups of the invertebrate animals. Both type animals commonly encountered and transitional forms studied as to life history, morphology, physiology, ecology, and economic importance. Possibility of field trips to study, collect, and classify animals in their natural habitats. Prerequisite: Biology 101, 102. Two lectures and six laboratory or field trip hours a week. *Credit, four hours.* Mr. Eads.

231 GENETICS

Designed chiefly for a thorough presentation of modern genetic principles with examples from plant and animal breeding. Application of such information in sociological and psychological considerations and human well-being. Laboratory work including the actual experimental breeding of the fruit fly and the interpretation of data which demonstrates the classical, quantitative, and biochemical theories of genetics. Prerequisite: Biology 101, 102 or its equivalent. Three lectures a week and one two-hour laboratory (optional). *Credit, three or four hours.* Mr. Eads.

[321 COMPARATIVE VERTEBRATE ANATOMY]

A course dealing with the morphology, anatomy, and development of the various vertebrate organs and systems of organs. Various vertebrate types, including fish, amphibia, and mammals, to be dissected in the laboratory. Alternates with 323. Prerequisite: Biology 101, 102; Biology 222 recommended. Two lectures and six laboratory hours a week. *Credit, four hours.* Mr. Eads.

322 VERTEBRATE EMBRYOLOGY

Laboratory study of maturation, fertilization, segmentation, formation of germ layers, origin of characteristic vertebrate organs in representative forms. Special emphasis placed on the chick and pig in laboratory and outside readings to show comparative stages in other vertebrates. Alternates with 332. Prerequisite: Biology 101, 102. Two lectures and six laboratory hours a week. *Credit, four hours.* Mr. Eads.

323 VERTEBRATE PHYSIOLOGY

Anatomy to be studied only so far as it is necessary to understand the functions of the different systems of the body. Laboratory work to include study of muscular and nervous systems of animals and experimentation in digestion, circulation, respiration, and excretion. Especially adapted to students preparing to study medicine or nursing or to become technologists. Alternates with 321. Prerequisite: Biology 101, 102, Chemistry 111, 112. Three lectures and one three-hour laboratory a week. *Credit, four hours.* Mr. Eads.

[332 HISTOLOGY]

First half of the course devoted to slide preparation, employing plant and animal tissues. Emphasis on the paraffin method, with some attention to the celloidin and freezing techniques. Second half to consist of a careful microscopic analysis of the common animal tissues. Especially adapted to students preparing to study medicine or nursing or to become technicians. Alternates with 322. Prerequisite: Biology 101, 102 and Chemistry 111, 112. One lecture and six laboratory hours a week. *Credit, three hours.* Mr. Yarbrough.

334 MICROBIOLOGY

A general study of bacteria, viruses, yeasts, and molds, with emphasis on the application of the principles of bacteriology to everyday life. Laboratory work to include culture and staining techniques; principles of sterilization and disinfection; bacteriological examination of air, foods, water, and milk; and experiments on fermentation. Recommended for home economics majors. Prerequisite: Biology 101, 102 and Chemistry 111, 112 or their equivalents. Two lectures and six laboratory hours a week. *Credit, four hours.* Mrs. Bunn.

336 BIOCHEMISTRY

See Chemistry 336. *Credit, four hours.* Mrs. Bunn.

436 SEMINAR

May be taken for credit both junior and senior years. *Credit, one hour.* Staff.

SCI 764 THE TEACHING OF SCIENCE

See page 84. May not be counted toward a major. *Credit, three hours.*

Under a plan of interinstitutional cooperation, there are available at North Carolina State University additional courses in genetics, botany, zoology, and microbiology and elementary courses in geology which may be of interest to biology majors. Similarly, at St. Augustine's College courses in radiochemistry and radiobiology are available for biology majors.

Students who wish advanced study or research in biology should consult with the departmental chairman and arrange for it through the Special Studies options listed on page 76.

BUSINESS AND ECONOMICS

Professor Frazier, *Chairman*; Assistant Professor Simmons; and Instructors Irish and Sasnett. The department offers a major in business administration (B.S., with concentrations in management, office administration, and economics) and a major in economics (A.B.).

Requirements for B.S. Degree in Business Administration

Candidates for the B.S. degree must take eighteen hours in a prescribed core and eighteen additional hours in their chosen fields of concentration. The core consists of the following courses:

Economics 210, 211
Business 330, 331
Business 444
Business 366.

The *Management Concentration* provides a student the opportunity to strengthen her leadership and decision-making qualities and to qualify for initial positions at an appropriate level of management or as a management trainee. The student who chooses this concentration must take Business 432 and 445 and twelve additional hours in the field of concentration or allied courses with the approval of her faculty adviser.

The *Office Administration Concentration* enables a student to qualify for a teaching certificate in business or to enter business as an administrative secretary or assistant in areas where office skills and procedures are desirable. The student who selects this concentration must take at least eighteen hours above the core selected from Business 220, 221, 320, 321, 422, 374, and 344 in consultation with her faculty adviser. A student qualifying for a North Carolina teacher's certificate must meet requirements specified in the approved institutional program.

The *Economics Concentration* affords a student the opportunity to develop her interest in economic theory and its application and to prepare for a position in a specialized business, financial institution, or governmental agency or for admission to graduate school. A student with this concentration must take Economics 445 and fifteen additional hours in economics courses selected in consultation with her faculty adviser.

Students in the Office Administration Concentration must present evidence of having completed forty hours of approved work experience. All other students are encouraged to acquire work experience related to their interests.

Business

110 FUNDAMENTALS OF BUSINESS

Introduction to business, including objectives, functions, principles, and services of business; the place of business in society; and trends in business. *Credit, three hours.* Miss Frazier.

220, 221 TYPEWRITING

Development of typewriting skill; application of skill and knowledge to business letters, manuscripts, tabulation problems, and office forms. Prerequisite for Business 221: Business 220 or a test demonstrating acceptable speed, control, and production levels. *Credit, six hours.* Mrs. Sasnett.

320, 321 ELEMENTARY SHORTHAND

Principles of Gregg Shorthand; development of skill to take dictation at eighty words a minute for five minutes on new material and produce acceptable transcripts. Prerequisite or parallel: Business 220 and 221. Prerequisite for Business 321: Business 320 or equivalent. *Credit, six hours.* Mrs. Sasnett.

330, 331 PRINCIPLES OF ACCOUNTING

Fundamental principles of accounting applied to proprietorships, partnerships, and corporations; analysis and interpretation of financial statements; introduction to cost and tax records and reports. Prerequisite for Business 331: Business 330. *Credit, six hours.* Miss Frazier.

344 OFFICE PROCEDURES AND MANAGEMENT

Selection and effective use of office equipment and supplies; development of working knowledge of transcribing machines, duplicating machines, calculators, and adding machines; filing and records management. Prerequisite: Business 221 or equivalent. *Credit, three hours.* Miss Frazier.

366 PRINCIPLES OF MARKETING

Principles and methods associated with the movement of goods and services from the producer to the consumer; marketing functions and institutions. *Credit, three hours.* Mrs. Sasnett.

374 BUSINESS COMMUNICATION AND REPORTS

Analysis and composition of adjustment, credit, collection, employment, sales, and goodwill letters; preparation and presentation of oral and written business reports. Prerequisite: Business 220 or special permission from the instructor. *Credit, three hours.* Miss Frazier.

422 ADVANCED SHORTHAND

Review of shorthand theory; further development of dic-

tation and transcription skills; special attention to mailable transcripts and production competency. Prerequisite: Business 221, Business 321 or equivalent. *Credit, three hours.* Mrs. Sasnett.

432 MANAGERIAL ACCOUNTING

Analysis of financial records as a basis for decision-making; development of additional accounting theory and application to financial problems. Prerequisite: Business 330, 331. *Credit, three hours.* Miss Frazier.

444 PRINCIPLES OF MANAGEMENT

Introduction to management with emphasis on objectives, principles, and managerial decision-making; analysis of basic functions of planning, organizing, motivating, and controlling; and personnel policies. *Credit, three hours.* Miss Frazier.

445 SEMINAR IN THE MANAGEMENT OF BUSINESS AND ECONOMIC AFFAIRS

Study of business and economic issues of contemporary significance; application of economic theories and management principles; guest lectures by business executives; and student research reports. *Credit, three hours.* Miss Frazier and Mrs. Simmons.

454 BUSINESS LAW

Legal principles applied to contracts, negotiable instruments, bailments, sales, property, insurance, torts, and bankruptcy; place of law in society. *Credit, three hours.* Miss Frazier.

934 BUSINESS INTERNSHIP

Supervised experience in business or merchandising institutions where work is related to student interest and concentration. Planned conferences and programs for improvement. Limited to seniors (advanced juniors by special permission). *Credit, three hours.* Miss Frazier.

764 THE TEACHING OF BUSINESS

Methods and materials for teaching business subjects in the secondary school; attention given to the study of the philosophy and the objectives of business education and the importance of planning and evaluating. May not be counted toward a major. *Credit, three hours.* Miss Frazier.

Requirements for B.A. Degree in Economics

Twenty-four hours in economics, including 210 and 211. Majors are urged to take Mathematics 211.

Economics

210 PRINCIPLES OF ECONOMICS

A study of the macroeconomic principles underlying the current American economic system, including organiza-

tion for production, distribution of income, business cycles, national income determination, and monetary and fiscal policies. *Credit, three hours.* Mrs. Simmons.

211 PRINCIPLES OF ECONOMICS

A continuation of Economics 210, with microeconomic emphasis to include an examination of the market, prices, costs, the production process, forms of competition, theory of the firm, international trade, and economic growth. Prerequisite: Economics 210. *Credit, three hours.* Mrs. Simmons.

324 HISTORY OF ECONOMIC THOUGHT

A critical analysis of the development of economic ideas, their origins and institutional framework, with primary emphasis on an interpretative study of outstanding economists of the past whose contributions have significance for contemporary economic theory. (Available as History 324.) Prerequisite: Economics 210. *Credit, three hours.* Mrs. Simmons.

364 LABOR ECONOMICS

An analysis of American labor in a changing economic and social order; special emphasis upon labor history, labor organizations, collective bargaining, labor legislation, and the economics of wage determination. Prerequisite: Economics 210. *Credit, three hours.* Mrs. Simmons.

366 PRINCIPLES OF MARKETING

For description, see Business 366. May count as credit in economics except by candidates for the B.S. Degree in Business Administration.

374 CONSUMER ECONOMICS

An analysis of intelligent consumer decision-making in the marketplace; economic, psychological, and customary factors motivating buying; government protection for the consumer; consumer credit institutions; insurance; investments; and management of personal and family finances. *Credit, three hours.* Mrs. Simmons.

434 INTERNATIONAL ECONOMICS

A study of the foundations of international trade theory; development of international economic policies; foreign exchange and payments systems; and international institutions supporting trade, with special emphasis on the role of the multinational corporations and common markets. *Credit, three hours.* Mrs. Simmons.

435 COMPARATIVE ECONOMIC SYSTEMS

An analysis of the economic systems of capitalism, socialism, communism, and their variants; and an evaluation of those systems as means for serving the needs of man. Special attention will be given to a comparison of the present economies of the United States, Russia, Great Britain, India, and the Common Market countries. *Credit, three hours.* Mrs. Simmons.

445 SEMINAR IN THE MANAGEMENT OF BUSINESS AND ECONOMIC AFFAIRS

For description, see Business 445. *Credit, three hours.* Miss Frazier and Mrs. Simmons.

454 BUSINESS LAW

For description, see Business 454. May count as credit in economics except by candidates for the B.S. Degree in Business Administration. *Credit, three hours.* Miss Frazier.

455 MONEY AND BANKING

A study of contemporary monetary theory and policy, including an examination of the value and purchasing power of money; the role of commercial banks; the central banking system and its monetary controls; and the relationship among prices, production, employment, and economic growth. Prerequisite: Economics 210 and 211. *Credit, three hours.* Mrs. Simmons.

456 PUBLIC FINANCE

Principles of taxation and the budgetary expenditure process; the role of government in allocation of resources, stabilization of the economy and income redistribution; and debt management. *Credit, three hours.* Mrs. Simmons.

Additional courses in business and economics are also available at other Cooperating Raleigh Colleges.

Students who wish advanced study and research in business and economics should consult with the departmental chairman and arrange for it through the Special Studies options listed on page 76.

CHEMISTRY AND PHYSICS

Associate Professor Horner, *Chairman*; Professor M. Yarbrough; Assistant Professor Bunn; and Assistant Professor Wiechert. The department offers a major in chemistry (A.B. or B.S.).

Requirements for a Major

BACHELOR OF ARTS

Thirty-two semester hours in chemistry, including 111, 112, 221, 222, 351, 352, 498; Physics 221-222, Mathematics 211, 212.

BACHELOR OF SCIENCE

Thirty-eight semester hours in chemistry, including 111, 112, 221, 222, 351, 352, 374, 385, 498; one additional course in physical chemistry; at least one semester hour credit in original laboratory research; twenty-four hours in related subjects, including Physics 221-222, Biology 101, Mathematics 211, 212, 213, 220 (another advanced level course in mathematics may be substituted for 213

82 / COURSES OF STUDY

*Chemistry and Physics
Education*

with approval of the Departments of Chemistry and Mathematics); and German 100-101 or proficiency.

Chemistry

111, 112 GENERAL CHEMISTRY

Fundamental concepts of chemistry, including theoretical and descriptive chemistry. Three class hours and three laboratory hours a week. *Credit, eight hours.* Staff.

221, 222 ORGANIC CHEMISTRY

Prerequisite: Chemistry 111, 112. Three class hours and one three-hour laboratory period a week. *Credit, four or eight hours.* Mr. Wiechert.

336 BIOCHEMISTRY

A study of the chemistry of biological systems with emphasis on metabolism. Prerequisite: Chemistry 221; Biology 101. Also offered as Biology 336. Three class hours and one three-hour laboratory a week. *Credit, four hours.* Mrs. Bunn.

351 QUANTITATIVE ANALYSIS

Prerequisite: Chemistry 111, 112. A study of volumetric and gravimetric methods of analysis. Two class hours and six laboratory hours a week. *Credit, four hours.* Mr. Wiechert.

352 INSTRUMENTAL ANALYSIS

Prerequisite: Chemistry 351. A study of the theory and practice of instrumental methods of analysis. Two class hours and six laboratory hours a week. *Credit, four hours.* Mr. Wiechert.

374 INORGANIC CHEMISTRY

Prerequisite: Chemistry 111, 112, 351, 352. Three class hours and one three-hour laboratory period a week. *Credit, four hours.* Mrs. Horner.

385 PHYSICAL CHEMISTRY

Prerequisite: Chemistry 111, 112; Physics 221-222; Mathematics 211, 212. *Credit, four hours.* Mrs. Horner.

498 SEMINAR

May be taken for credit more than one semester. *Credit, one to three hour(s).*

Physics

204 HOUSEHOLD PHYSICS

Two class hours and one three-hour laboratory period a week. *Credit, three hours.* Miss Yarbrough.

221-222 GENERAL PHYSICS

Three class hours and one three-hour laboratory period a week. *Credit, eight hours.* Staff.

SCI 764 THE TEACHING OF SCIENCE

See page 84. May not be counted toward a major. *Credit, three hours.*

Additional courses in chemistry and physics are also available at other Cooperating Raleigh Colleges.

Students who wish advanced study and research in chemistry and physics should consult with the departmental chairman and arrange for it through the Special Studies options listed on page 76.

EDUCATION

Professor Reveley, *Chairman*; Assistant Professors Allred, Calvert, Fracker, and Murray; and Instructors Morris, Ritchie, and Rowland.

Teacher Education

A student may choose teacher certification as a second area of concentration. A major subject must be selected from the list on page 58. Programs are available for certification as a teacher on the secondary level (grades 10-12); on the intermediate level (grades 4-9); in early childhood education (kindergarten - grade 3); and in art or music (kindergarten - grade 12). See pages 59-63 for details of program.

Education Courses

Educational Psychology (Education 234) is prerequisite to all education courses except Children's Literature.

234 EDUCATIONAL PSYCHOLOGY

An intensive study of the psychology of learning. A course intended to be basic to the others in the various sequences which give direction to the professionally-trained teacher. One section especially designed for students who wish to teach in grades K through 3. Deals with such areas as the physical structure of behavior; the importance of emotional and social bases of learning; theories of learning as they apply to the young child; early intellectual development; directing the learning of the child; provision for individual differences; motivation and learning; needs and drives. Offered both semesters. *Credit, three hours.* Mrs. Allred, Mr. Fracker, and Mr. Reveley.

345 LITERATURE FOR EARLY CHILDHOOD

A study of children's literature appropriate for the pre-school and beginning school child. [Block Course.] *Credit, two hours.* Staff.

347 CHILD PSYCHOLOGY

A survey of the psychological development of the individual through childhood. *Credit, three hours.* Staff.



348 EARLY CHILDHOOD EDUCATION

The curriculum, activities, and techniques appropriate for teachers of grades K through 3. *Credit, three hours.* Mrs. Calvert.

354 HUMAN GROWTH AND DEVELOPMENT

Early postnatal life, physical growth and development, development of motor abilities, the language and thought of the child and the adolescent, emotional factors in development, parent-child relationships, social education, mental hygiene, and psychosexual development. *Credit, three hours. Staff.*

355 LITERATURE FOR THE INTERMEDIATE GRADES

An intensive historical review of children's literature, both American and European, for grades 4 through 9. [Block Course.] *Credit, two hours. Staff.*

367 THE SECONDARY SCHOOL

The historical development and a consideration of the place and function of secondary education in our democracy: the organization and administration of the high school curriculum, methods of planning and teaching, qualifications of the high school teacher, student guidance, records and reports. Offered both semesters. *Credit, three hours. Mr. Fracker.*

435 FOUNDATIONS OF AMERICAN EDUCATION

The historical and philosophical aspects of American education. [Block Course.] Offered both semesters. *Credit, three hours. Mr. Fracker and Mr. Reveley.*

439 OBSERVATION AND DIRECTED TEACHING

Designed to give the student actual teaching experience. All student teaching on the block. Student teachers to

take advanced courses in education for the first eight weeks of the semester; during the last eight weeks, student teachers in the classroom for the entire day. Weekly seminar held. Fee, forty dollars. Offered both semesters. *Credit, six hours. Staff.*

Note: Students who enroll in Education 439 are required to have taken the methods courses relevant to their teaching experience. Student teachers on the early childhood level should take the following courses before the student teaching semester: Education 234, 347, 348. Students teaching on the intermediate level should take the following courses before the student teaching semester: Education 234 and 354. Students teaching on the secondary level should take the following courses before the student teaching semester: Education 234, 367, and 734 or 764 (Special Methods). Application must be made to the Teacher Education Committee for admission to student teaching; the committee reserves the right to withhold the privilege of student teaching if circumstances warrant.

444 READING FOR EARLY CHILDHOOD

A study of the techniques and skills needed in the teaching of reading in the primary grades. Emphasis on phonics, development of comprehension, and the use of the newer materials and methods. [Block Course.] *Credit, two hours. Mrs. Allred and Mrs. Calvert.*

448 EARLY CHILDHOOD METHODS

A study of materials and methods in the teaching of language arts, mathematics, science, and social studies on the early childhood level. Directed observation; units of work developed and evaluated; appropriate audio-visual materials emphasized. [Block Course.] *Credit, three hours. Mrs. Allred and Mrs. Calvert.*

454 READING IN THE INTERMEDIATE GRADES

A study of the techniques and skills needed in the teaching of developmental reading in grades 4 through 9; reading in the content areas; principles of remediation. Emphasis on phonics, development of comprehension, and the use of the newer materials and methods. [Block Course.] *Credit, three hours. Mrs. Allred and Mrs. Calvert.*

457 METHODS OF TEACHING MATHEMATICS AND SCIENCE

For the intermediate level, grades 4 through 9. Directed observation; units of work developed and evaluated; appropriate audio-visual materials emphasized. [Block Course.] *Credit, three hours. Staff.*

**458 METHODS OF TEACHING LANGUAGE ARTS
AND SOCIAL STUDIES**

For the intermediate level, grades 4 through 9. Directed observation; units of work developed and evaluated; appropriate audio-visual materials emphasized. [Block Course.] *Credit, three hours.* Mrs. Allred and Mrs. Calvert.

**466 MEASURING AND GUIDING
ADOLESCENT BEHAVIOR**

A consideration of child and adolescent intelligence, aptitude, achievement, interest and personality tests used in the public schools, together with elementary statistical techniques involved in their application. [Block Course.] Offered both semesters. *Credit, three hours.* Staff.

Special Method Courses

Three semester hours of special methods in the field in which one is planning to teach are expected for a high school certificate; six semester hours may be taken by those who wish a certificate to teach in two fields. Certain other special methods courses are offered for those enrolling in Early Childhood Education and in Intermediate Education. In special methods courses students are introduced to aims, objectives, materials, and techniques of the teaching fields and levels of the state course of study. Attention is given to the use of audio-visual materials. Lesson planning, practical demonstration, and actual observation of teaching of the various phases of the programs in the Raleigh City and Wake County Schools constitute a part of the courses. Education 234 is prerequisite to all special methods courses. See department listings for descriptions of each course.

Students who wish advanced study or research in education should consult with the departmental chairman and arrange for it through the Special Studies options listed on page 76.

**ENGLISH AND SPEECH**

Professor Rose,¹ *Chairman*; Professors Knight² and Peacock; Assistant Professor Page; Instructors Bamford, Everette, Greenwood, Jones, and Kennihan; and Visiting Lecturer Johnson. The department offers a major in English.

English 111 is a prerequisite for all other courses in English; English 201 is a prerequisite for all other literature courses in the department.

Requirements for a Major

Thirty hours in English, including 111, 201, a seminar, and one directed individual study. Twelve hours must be selected from 351, 352, 355, 356, 357, 498, and at least six additional hours from courses numbered above the 200's. No credit in English is given for 764. English 202 is strongly recommended for the English major.

English**111 PRINCIPLES OF WRITING**

Offered both semesters. *Credit, three hours.* Staff.

201 MAJOR BRITISH WRITERS

Offered both semesters. *Credit, three hours.* Staff.

202 DEVELOPMENT OF ENGLISH LITERATURE

A chronological study to add breadth and further depth to English 201. *Credit, three hours.* Staff.

206 MAJOR AMERICAN WRITERS

Offered both semesters. *Credit, three hours.* Staff.

208 WORLD MASTERPIECES IN TRANSLATION

Credit, three hours. Mr. Peacock.

235 CREATIVE WRITING

Credit, three hours. Mrs. Jones.

351 OLD ENGLISH

Credit, three hours. Miss Knight.

352 CHAUCER

A study of Chaucer's poetry with a few selections from other Middle English writings. Prerequisite: English 351. *Credit, three hours.* Miss Knight.

355, 356 SHAKESPEARE

A study of selected English history plays and "sunny" comedies (355); selected tragedies, "dark" comedies, and late romances (356). Supplementary reading in non-dramatic works of Shakespeare and a few major pieces of criticism. *Credit, three or six hours.* Miss Rose.

¹On Leave, Fall Semester, 1973.

²Acting Chairman, Fall Semester, 1973.

357 MILTON SEMINAR

Poetry and selected prose. *Credit, three hours.* Miss Rose.

358 ADVANCED GRAMMAR AND COMPOSITION

Introduction to linguistics; a study of traditional and transformational grammars; the writing of expository papers. *Credit, three hours.* Miss Knight.

359 AMERICAN LITERATURE SEMINAR

Selected topics for study. Prerequisite: English 206 or equivalent. *Credit three hours.* Mrs. Page.

[364 ENGLISH AND AMERICAN POETRY OF THE TWENTIETH CENTURY]

A study of some of the principal twentieth century English and American poets and their works. Supplementary reading and reports required. *Credit, three hours.* Mr. Peacock.

365 ENGLISH POETRY OF THE ROMANTIC PERIOD

A study of Wordsworth, Shelley, and Keats, with selections from other poets of the Romantic Period. *Credit, three hours.* Miss Knight.

368 ENGLISH LITERATURE OF THE EIGHTEENTH CENTURY

A study of major works of Swift, Pope, Boswell, and Johnson with additional reading from other authors illustrating the age and significant literary forms. *Credit, three hours.* Miss Rose.

370 ENGLISH AND AMERICAN PROSE OF THE TWENTIETH CENTURY

A study of selected works (drama, novels, short stories, and essays) by twentieth century English and American authors. *Credit, three hours.* Mr. Peacock.

494 THE TREATMENT OF LITERARY PROBLEMS

Open only to majors in English. *Credit, one hour.* Miss Rose.

498 SENIOR SEMINAR

Open only to majors in English. *Credit, three hours.* Mr. Peacock.

764 THE TEACHING OF ENGLISH

See page 84. [Block Course.] May not be counted toward a major. *Credit, three hours.* Mrs. Page.

Speech And Theater

225 FUNDAMENTALS OF SPEECH

A general speech course designed to introduce the student to the basic elements of good communication. Units on voice and diction, presentation, organization, and

communication theory. Offered both semesters. *Credit, three hours.* Mrs. Bamford.

226 ORAL INTERPRETATION

Emphasis on improving the ability to communicate written material to an audience in a pleasing and understandable manner. Opportunity for the students to take part in a reading program for an audience. *Credit, two hours.* Mrs. Bamford.

356 PLAY PRODUCTION

Credit, three hours. Mrs. Bamford.

357 INTRODUCTION TO THEATER

A course designed to introduce the student to the great periods of theatrical art, major plays from these periods, simple theater crafts, and some dramatic theory in order to enrich her enjoyment of life and her understanding of her own existence. *Credit, three hours.* Mrs. Bamford.

Students who wish advanced study and research in literature, speech, or theater should consult with the departmental chairman and arrange for it through the Special Studies options listed on page 76. English majors must exercise this option at least once as research paper experience.



FOREIGN LANGUAGES

Associate Professor Ledford, *Chairman*; Assistant Professors Daniell and Galligan; and Instructors Beza, Finlator, Holt, Peaden, and Short. The department offers majors in French, Latin, and Spanish.

Requirements for a Major

Twenty-four hours in foreign languages above 100-101, including 364 and 365. Majors in French or Spanish must include 305 and 306. Majors in Spanish must also include 366 and 367. Latin majors are required to take a course in ancient history. Foreign language majors are urged to include a second foreign language as a related field. In order to comply with certification requirements, students who plan to teach French or Spanish must take the courses numbered 305 and 306 in the language to be taught. 764 is required of students planning to teach a foreign language and may not be counted toward a major. Advanced courses in literature are open to non-majors. These courses are taught in the language, readings are done in the language, and majors are required to use the language. Some accommodation is made for non-majors in the use of the language.

French

100-101 ELEMENTARY FRENCH

A study of the French language through analysis, contact, and use. Grammar, readings of appropriate difficulty, and oral emphasis. Open to students who offer fewer than two units for entrance and to students who cannot qualify for French 202-203. A two-hour lab required where necessary. *Credit, six hours. Staff.*

202-203 INTERMEDIATE FRENCH

Review of French grammar; introduction of more difficult aspects of the language; readings of appropriate difficulty; practice in the oral and aural skills. Prerequisite: French 100-101 or a minimum of two units in high school. *Credit, six hours. Staff.*

304 FRENCH CIVILIZATION

A survey of the historical development of France as a nation and as a people, including her contributions to Western culture in the fields of art, religion and music. *Credit, three hours. Mrs. Galligan.*

305 ADVANCED CONVERSATION AND PHONETICS

Required of majors in French. Sophomores admitted by permission only. *Credit, three hours. Mrs. Galligan.*

306 ADVANCED GRAMMAR, COMPOSITION, AND CONVERSATION

Required of majors in French. Sophomores admitted by permission only. *Credit, three hours. Mrs. Daniell.*

364, 365 FRENCH LITERATURE AND CIVILIZATION

Selected readings in the main periods of French literature from the beginnings to the contemporary period, with emphasis on culture and civilization. Prerequisite: French 202-203 or advanced placement. *Credit, six hours. Mrs. Galligan.*

366 FRENCH ROMANTICISM

Credit, three hours. Mrs. Daniell.

367 FRENCH REALISM AND SYMBOLISM

A study of Realism and Symbolism as reflected in various genres. Emphasis on Flaubert and Baudelaire. *Credit, three hours. Mrs. Daniell.*

368 MODERN FRENCH LITERATURE, 1880-1945

Credit, three hours. Mrs. Daniell.

369 CONTEMPORARY FRENCH LITERATURE

From 1945 to the present. A general study of the main literary movements since 1945. Emphasis on Camus, Sartre and Robbe-Grillet. *Credit, three hours. Mrs. Galligan.*

[394 SEMINAR IN SEVENTEENTH CENTURY]

A literary study of the representatives of French classicism in religious thought, philosophy, and drama, with some reference to their importance in the development of continental European civilization. *Credit, three hours. Mrs. Daniell.*

[395 SEMINAR IN EIGHTEENTH CENTURY]

The period of the decline of absolutism, the rise of the



bourgeoisie, and the development of the rational spirit as shown in the literature of eighteenth-century France. *Credit, three hours.* Mrs. Galligan.

German

100-101 ELEMENTARY GERMAN

Introduction to the German language through analysis, contact, and use. Grammar, graded readings, and oral emphasis. Open to students who offer fewer than two units for entrance and to students who cannot qualify for German 202-203. *Credit, six hours.* Mr. Morgan.

202-203 INTERMEDIATE GERMAN

Review of German grammar; introduction of more difficult aspects of the language; readings of appropriate difficulty; practice in the oral and aural skills. Prerequisite: German 100-101 or a minimum of two units in high school. *Credit, six hours.* Mr. Morgan.

Latin

100-101 ELEMENTARY LATIN

A course for beginners entailing the fundamentals of the language. *Credit, six hours.* Miss Short.

202-203 INTERMEDIATE LATIN

An intermediate course in Latin designed to prepare the student for work with the more difficult authors. Grammar review, readings from Cicero and Virgil. *Credit, six hours.* Miss Short.

364, 365 ROMAN LITERATURE AND CIVILIZATION

A survey of Latin literature and civilization with emphasis on representative writers. Translation of the prose of Livy, Pliny, the poetry of Horace. Prerequisite: Latin 202-203 or advanced placement. *Credit, six hours.* Miss Short.

366, 367 ADVANCED LATIN READING

Authors studied to be selected by instructor—after consultation with the pre-registered students. MAY BE TAKEN ON MULTIPLE OCCASIONS. Prerequisite: Latin 364, 365 or instructor's permission. *Credit, six hours.* Miss Short.

Spanish

100-101 ELEMENTARY SPANISH

Introduction to the Spanish language through analysis, contact, and use. Grammar, graded readings, and oral emphasis. Open to students who offer fewer than two units for entrance and to students who cannot qualify for Spanish 202-203. *Credit, six hours.* Staff.

202-203 INTERMEDIATE SPANISH

Review of Spanish grammar; introduction of more difficult aspects of the language; readings of appropriate difficulty; practice in the oral and aural skills. Prerequisite: Spanish 100-101 or a minimum of two units in high school. *Credit, six hours.* Staff.

304 SPANISH CIVILIZATION

A survey of the historical development of Spain as a nation and as a people, including her contributions to Western thought in the fields of art, religion and music. Taught alternately with Spanish 494. *Credit, three hours.* Mr. Ledford.

305 PHONETICS AND CONVERSATION

Required of majors in Spanish. Sophomores admitted by permission only. *Credit, three hours.* Miss Peaden.

306 ADVANCED COMPOSITION AND CONVERSATION

Required of majors in Spanish. Sophomores admitted by permission only. *Credit, three hours.* Miss Peaden.

[364, 365 SPANISH LITERATURE AND CIVILIZATION]

A study of the more important works of Spanish literature, particularly as they reflect Spanish life and culture. Alternates with Spanish 366, 367. Prerequisite: Spanish 202-203 or advanced placement. *Credit, six hours.* Mr. Ledford.

366, 367 SPANISH-AMERICAN LITERATURE AND CIVILIZATION

A study of representative works of Spanish-American literature, particularly as they reflect the history and civilization of the nations concerned. Alternates with Spanish 364, 365. *Credit, six hours.* Mr. Ledford.



368 MODERN SPANISH DRAMA

Open to seniors and to others by special permission. Alternates with Spanish 369. *Credit, three hours.* Mr. Ledford.

[369 MODERN SPANISH NOVEL]

The modern Spanish novel, beginning with Fernan Caballero. Open to seniors and to others by special permission. Alternates with Spanish 368. *Credit, three hours.* Mr. Ledford.

[494 SEMINAR IN CERVANTES AND THE GOLDEN AGE OF SPAIN]

Open to juniors by special permission. *Credit, three hours.* Mr. Ledford.

764 THE TEACHING OF FOREIGN LANGUAGE

See page 84. May not be counted toward a major. *Credit, three hours.*

Students desiring study abroad may obtain appropriate credit either by summer study or a year abroad in affiliation with an approved institution.

Advanced German not taught at Meredith is available at North Carolina State University and Shaw University. Russian is available at St. Augustine's, North Carolina State, and Shaw. Italian is offered at North Carolina State University. Students desiring additional work in French and Spanish not offered at Meredith may enroll in courses offered through the program of institutional cooperation.

Students who wish advanced study in any of the foreign languages should consult with the departmental chairman and arrange for it through the Special Studies options listed on page 76.

**HEALTH,
PHYSICAL EDUCATION,
AND RECREATION**

Assistant Professor Massey, *Chairman*; Assistant Professor Allen; Instructors Crigler, Farrell, Stevens, and Vandiver; and Huggins, *Director of Equitation.*

Theory: Health Education**101 CONTEMPORARY HEALTH ISSUES**

A fundamental course in the principles and problems of personal hygiene. Includes discussions based upon student health problems and interests and instruction based upon today's health problems of college students. Two class hours a week for one semester. Offered both semesters. *Credit, one hour.* Miss Farrell.

744 MATERIALS AND METHODS OF HEALTH EDUCATION FOR THE CLASSROOM TEACHER

A course designed to furnish prospective K-3 teachers with information and ideas to be of help in planning, teaching, and evaluating classroom health instruction. Opportunities for lesson planning and teaching of health in the K-3 grade levels. *Credit, two hours.* Miss Farrell.

754 CURRENT HEALTH PROBLEMS AND NEEDS OF CHILDREN IN GRADES 4-9

A course designed to provide factual information and a general understanding of health needs of this age group. Special emphasis on developing and strengthening better attitudes toward health. Familiarizing prospective teachers with current trends and problems associated with grades 4-9 such as sex education, alcohol, drugs, and safety. *Credit two hours.* Miss Farrell.

Theory: Physical Education**744 MATERIALS AND METHODS OF PHYSICAL EDUCATION FOR THE K-3 CLASSROOM TEACHER**

A course designed to prepare the prospective K-3 classroom teachers for teaching physical education at these age levels. Opportunities for observation, lesson planning, teaching and evaluating physical education in these grades. *Credit, two hours.* Mrs. Massey.

754 MATERIALS AND METHODS OF PHYSICAL EDUCATION FOR THE INTERMEDIATE GRADES

A course designed to prepare the prospective teacher in the intermediate grades for teaching physical education. Opportunities for observation, lesson planning, teaching and evaluating physical education in grades 4-9. *Credit, two hours.* Mrs. Massey.

Activity: Physical Education and Recreation

Each student is required to take four semesters of physical education (four credit hours). She may choose from any of the activities offered; however, non-swimmers are strongly encouraged to take beginning swimming during one of the four semesters. After a student has met her requirement (four credit hours), she may elect physical education for one semester hour credit each semester up to a maximum of four additional credit hours.

Students may take an activity more than once by moving into the next level. A student may repeat a course at the same level only with special permission granted by the departmental chairman after consultation with the student and upon recommendation from her previous instructor.

Regulation gym suits are required for class and may be purchased from the Meredith Supply Store.

All activity courses carry *one credit hour* per semester.

AQUATICS

- 110 **Swimming I** - for non-swimmers.
- 210 **Swimming II** - must be able to swim in deep water.
- 311 **Senior Life Saving** - for strong swimmers to qualify for Red Cross Senior Life Saving Certificate.
- 312 **Water Safety Instructor** - Prerequisite: current Red Cross Senior Life Saving Certificate.
- 113 **Synchronized Swimming I** - fundamentals including stunts, stroke variations and choreography; must be a strong swimmer and know basic strokes.
- 213 **Synchronized Swimming II** - Prerequisite: P.E. 113.
- 313 **Synchronized Swimming** - Performing Group; advanced skills with emphasis on show production. Prerequisite: P. E. 113 or equivalent plus try out.

CONDITIONING

- 120 **Conditioning** - includes jogging and activities for muscle tone, weight and figure control. Requires approval of college physician.

EQUITATION

Before being permitted to ride a student must sign the release form available in the business office. Those who

wish to board horses must make arrangements through the Director of Equitation. Students who wish to participate in organized hunts make arrangements through the Director of Equitation.

- 130 **Equitation I (Beginner)*** - balance seat: suitable for hunting, dressage, three-day events, and combined training and hacking.
- 230 **Equitation II*** - Prerequisite: P.E. 130 or equivalent.
- 330 **Equitation III*** - Prerequisite: P.E. 230 or equivalent.
- 131 **Equitation I (Beginner)*** - saddle pleasure horse seat: suitable for showing and hacking.
- 231 **Equitation II*** - Prerequisite: P.E. 131 or equivalent.
- 331 **Equitation III*** - Prerequisite: P.E. 231 or equivalent.

INDIVIDUAL SPORTS

- 140 **Archery**
- 141 **Badminton I (Beginner)**
- 241 **Badminton II** - Prerequisite: P.E. 141.
- 341 **Badminton III** - Prerequisite: P.E. 241.
- 142 **Bowling I*** - (taught at Western Lanes).
- 242 **Bowling II*** - Prerequisite: P.E. 142 or equivalent.
- 143 **Golf I***
- 243 **Golf II** - Prerequisite: P.E. 143 or equivalent.
- 144 **Gymnastics I** - must be able to do forward roll and support body weight on hands.
- 244 **Gymnastics II** - Prerequisite: P.E. 144 or consent of instructor.
- 344 **Gymnastics III** - Prerequisite: P.E. 244.
- 146 **Tennis I (Beginner)**
- 246 **Tennis II** - Prerequisite: P.E. 146 or equivalent.
- 346 **Tennis III** - Prerequisite: P.E. 246 or equivalent.
- 147 **Snow Skiing*** - taught between semesters (French Swiss Ski College, Boone, North Carolina).

RHYTHMIC ACTIVITIES

- 151 Ballet
- 152 Folk and Square Dance
- 153 Modern Dance I
- 253 Modern Dance II - Prerequisite: P.E. 153 or equivalent.
- 353 Modern Dance - Performing Group.

TEAM SPORTS

- 161 Basketball
- 164 Volleyball

VARSITY SPORTS

(Intercollegiate competition)

A physical examination immediately preceding sports season is required.

- 470 Badminton
- 471 Basketball
- 473 Swimming
- 474 Tennis
- 475 Volleyball

Students who wish special, individual, or group study in Health, Physical Education, or Recreation should consult with the departmental chairman and arrange for it through the Special Studies options listed on page 76.

HISTORY AND POLITICAL SCIENCE

Professor Lemmon, *Chairman*; Professors Burris and F. Grubbs; Associate Professor Gates; Assistant Professors C. Grubbs and Parramore; Instructor Fairchild; and Visiting Lecturer Roberts. The department offers majors in history, American civilization, and non-western civilizations.

Requirements for a Major In History

A major in history consists of twenty-seven hours, chosen from at least two fields (as American, European, Asian), including one course numbered 100, one course numbered 200, 334, and a seminar in history. Major professor, Miss Lemmon.

Requirements for a Major In American Civilization

A major in American civilization consists of thirty-six

hours, with a minimum of eighteen hours in American history, including 334 and a seminar in history, and a minimum of fifteen hours of courses related to the American experience selected in consultation with the major adviser from disciplines other than history. Students planning to teach should also elect six hours chosen from European and/or Asian fields. Major professor, Mr. Grubbs.

Requirements for a Major In Non-Western Civilizations

A major in non-western civilizations consists of thirty-six hours, with a minimum of eighteen hours in history, including 325, 334, and a seminar in history, and also nine hours selected from History 104, 105, and non-western courses; and a minimum of fifteen hours in related fields such as anthropology, political science, economics, geography, religion, fine arts. Students planning to teach should also elect six additional hours in American history. Major professor, Mrs. Gates.

History**104 ORIGINS OF WESTERN CIVILIZATION TO 1750**

A study of major elements of civilization from prehistoric to approximately 1750. *Credit, three hours.* Staff.

105 DEVELOPMENT OF WESTERN CIVILIZATION SINCE 1750

A study of the rise of modern states in the Western World, the age of revolutions, the rise of nationalism, imperialism, and the crises of the twentieth century. *Credit, three hours.* Staff.

214 AMERICAN HISTORY TO 1876

Emphasis on the period since the Revolution. *Credit, three hours.* Mr. Grubbs and Miss Lemmon.

215 AMERICAN HISTORY SINCE 1876

Emphasis on the twentieth century. *Credit, three hours.* Mr. Grubbs and Miss Lemmon.

224 INTRODUCTION TO NON-WESTERN CIVILIZATIONS

Brief investigations of Middle East, African, East and South Asian civilizations, with emphasis on cultural patterns as differing from western civilization. *Credit, three hours.* Mrs. Gates.

304 ANCIENT CIVILIZATIONS

A study of the cultural and historical characteristics of the earliest civilizations, with special emphasis on the Greek and Roman periods. *Credit, three hours.* Mrs. Grubbs.

[305 EUROPEAN INTELLECTUAL HISTORY]

An inquiry into European thought since the mid-eighteenth century. *Credit, three hours.* Mr. Parramore.

306 THE SOVIET UNION IN THE TWENTIETH CENTURY

A study of the political, social, and cultural development of the Soviet Union since the 1917 Revolution, with special emphasis on its international role. *Credit, three hours.* Mrs. Grubbs.

307 MAIN CURRENTS OF MODERN EUROPEAN HISTORY

Inquiry into the present European situation and its historical roots. *Credit, three hours.* Mr. Parramore.

314 COLONIAL AMERICAN CULTURE (1000-1783)

A study of the Colonial origins of American institutions; Colonial society, the racial make-up of the Colonies; and the Revolutionary Period. *Credit, three hours.* Mr. Grubbs.

[315 SOCIAL AND INTELLECTUAL HISTORY OF THE UNITED STATES, 1815-1914]

A critical analysis of the growth of American national characteristics, transcendentalism and pragmatism, the impact of science and religion on American thought, and the ideologies of reform. *Credit, three hours.* Miss Lemmon.

316 HISTORY OF THE SOUTH

A topical study of the South with emphasis on the nineteenth century. *Credit, three hours.* Miss Lemmon.

317 HISTORY OF ECONOMIC THOUGHT

See Economics 324. May count as credit in history by students except business and economics majors. *Credit, three hours.*

318 AMERICAN FOREIGN AFFAIRS IN THE TWENTIETH CENTURY

The development of American foreign policy, its history, problems, and future course as related to Europe, Asia, and South America. *Credit, three hours.* Mr. Grubbs.

324 HISTORY OF SOUTH ASIA

Emphasis on India and Pakistan, with some consideration of their cultural and political relations with China. *Credit, three hours.* Mrs. Gates.

325 ASIAN CIVILIZATION

A multidisciplinary course cooperatively taught by lecturers in anthropology, economics, geography, religion, fine arts, and history. *Credit, three hours.* Coordinator, Mrs. Gates.

334 METHODS OF HISTORICAL RESEARCH

Investigation of uses of manuscripts, public documents, and other types of primary source materials; field trips to nearby archives; analysis and organization of materials. Research paper required. Offered both semesters. *Credit, three hours.* Staff.

414 COMMUNITY INTERNSHIP IN HISTORICAL OCCUPATIONS

An introduction to careers in historic sites, museums, and archeology, chiefly under the supervision of the North Carolina Department of Archives and History. Possibility of other activities. May not be counted toward a major. Prerequisite: six hours of United States history, with junior or senior standing. *Credit, three hours.* See the chairman about details.

499 SEMINAR IN HISTORY

Recommended that students have had research experiences before registering for the seminar. *Credit, three hours.* Staff.

SST 764 THE TEACHING OF HISTORY AND SOCIAL STUDIES IN THE SENIOR HIGH SCHOOLS

Required for secondary teacher certification. May not be counted toward a major. *Credit, three hours.* Mrs. Grubbs.



Political Science

204 MODERN POLITICAL SYSTEMS

A comparison of the governments of the major world powers. *Credit, three hours.* Mrs. Fairchild.

214 AMERICAN NATIONAL GOVERNMENT

A study of the constitutional basis of the national government, the role of the Presidency, Congress, and the courts in the determination of national policy, and the impact of parties, interest groups, and voters on the political system. *Credit, three hours.* Mrs. Fairchild.

314 STATE AND LOCAL GOVERNMENTS IN THE UNITED STATES

Emphasis on North Carolina. *Credit, three hours.* Mrs. Fairchild.

315 POLITICAL PARTIES AND PRESSURE GROUPS IN THE UNITED STATES

Credit, three hours. Mrs. Fairchild.

374 INTRODUCTION TO RESEARCH

For description, see Sociology 374. May count as credit in political science by students except majors in sociology and psychology. *Credit, three hours.*

Courses are also available at Cooperating Raleigh Colleges in African, Far Eastern, French, German, and Middle Eastern history, and in advanced topics in political science.

Students who wish advanced study or research in history or political science should consult the departmental chairman and arrange for it through the Special Studies options listed on page 76.



HOME ECONOMICS

Assistant Professor Stuber, *Chairman*; Assistant Professor Miller; Instructors Friedrich, Jarmon, Johnson, O'Connor, and Reives; and Consultant Van De Veer. The department offers a major in home economics (A.B. or B.S.).

Requirements for a Major

BACHELOR OF ARTS

Thirty hours in home economics, including 114, 124, 326, 335, 374, and 455, are required for all majors.

BACHELOR OF SCIENCE

Thirty hours in home economics, including 114, 124, 326, 335, 374, 418, 427, and 455. Twenty-two semester hours in related subjects, including Chemistry 111 and 112; Biology 101 and 102; and six semester hours selected from courses in mathematics, physics, chemistry, or biology (microbiology, organic chemistry, and genetics recommended).

Students majoring in home economics may earn teacher certification in any of the following areas: (1) K-3, (2) 4-9, (3) Secondary education.

114 ART IN COSTUME

The application of art principles to clothing selection and costume design. Emphasis on personal appearance. Offered spring semester only. *Credit, one hour.* Mrs. O'Connor.

115 BEGINNING CLOTHING CONSTRUCTION

Basic principles of clothing construction using commercial patterns. Introduction to occupational clothing. Two lectures and four hours of laboratory. *Credit, three hours.* Mrs. O'Connor.

124 INTRODUCTORY FOODS AND COOKERY

Food selection and preparation. Two lectures and four hours of laboratory. *Credit, three hours.* Mrs. Friedrich.

216 TAILORING

A detailed study of selections, fitting, and construction of tailored wool garments. Prerequisite: Home Economics 114 and 115 or proficiency. One lecture and five hours of laboratory. Offered fall semester only. *Credit, three hours.* Mrs. Miller.

225 ADVANCED FOODS AND COOKERY

A study of the principles and processes in the preparation and preservation of food, and a consideration of the time and money values involved. Prerequisite: Home Economics 124 or special permission of the departmental

chairman. Two lectures and four hours of laboratory. Offered fall semester only. *Credit, three hours.* Mrs. Friedrich.

234 CHILD DEVELOPMENT

A study of the behavior and development of pre-school children. Observation of and participation in the care and guidance of a group of pre-school children at the Raleigh Pre-School. Introduction to occupations. Two lectures and three hours of laboratory. *Credit, three hours.* Mrs. Stuber and Mrs. Van De Veer.

244 INTERIOR DESIGN

A course to familiarize the student with historical and contemporary home furnishing and decoration. Studio problems in interior design. Six hours a week. (Also offered as Art 244.) *Credit, three hours.* Mrs. Miller.

317 FLAT-PATTERN DESIGNING

Creative designing using the flat-pattern method. Prerequisite: Home Economics 114 and 115 or 216. One lecture and five hours of laboratory. Offered spring semester only. *Credit, three hours.* Mrs. Miller.

326 MEAL MANAGEMENT

A course designed to apply the principles of nutrition and cookery to the planning, preparation, and service of meals of various types and costs, with special emphasis on consumer buying practices and their relation to the food budget. Introduction to occupational foods. Prerequisite: Home Economics 124. Two lectures and four hours of laboratory. *Credit, three hours.* Mrs. Friedrich.

335 MARRIAGE AND FAMILY RELATIONSHIPS

A functional course designed to help the student achieve an understanding of personality backgrounds, processes of mate selection, courtship, and marital adjustment as related to successful marriage and family living. *Credit, three hours.* Mrs. Stuber.

345 HOUSING AND EQUIPMENT

A study of house planning, including floor plans, site, cost, legal matters, and landscaping. The selection, care, and use of common types of household equipment. Offered fall semester only. *Credit, three hours.* Mrs. Miller.

347 CHILD PSYCHOLOGY

See Education 347. *Credit, three hours.*

354 HUMAN GROWTH AND DEVELOPMENT

See Education 354. *Credit, three hours.*

355 HOME MANAGEMENT AND CONSUMER EDUCATION

A study in the use of human and material resources of the

home to promote family interest and welfare. Procedures for the management of time, energy, money, and materials. Problems in consumer buying and money management. *Credit, two hours.* Mrs. Jarmon.

374 CONSUMER ECONOMICS

See Economics 374. *Credit, three hours.* Mrs. Simmons.

418 TEXTILES AND CLOTHING

The study of textiles from raw materials through manufacturing and finishing of fabrics from the viewpoint of the consumer. Buying clothing for the family. Offered spring semester only. *Credit, three hours.* Mrs. Miller.

427 NUTRITION

Elementary principles of nutrition with practical application in planning diets for normal families. Offered spring semester only. *Credit, three hours.* Mrs. Friedrich.

446 HOUSEHOLD FURNISHINGS LABORATORY

An opportunity to develop some skill in making draperies and bedspreads and in refinishing and reupholstering furniture. Introduction to occupations. *Credit, three hours.* Mrs. Miller.

455 HOME MANAGEMENT—RESIDENCE

Prerequisite or parallel: Home Economics 355 (home management). Residence for students in groups in the Ellen Brewer House. *Credit, three hours.* Mrs. Jarmon.

764 METHODS OF TEACHING HOME ECONOMICS

May not be counted toward a major. *Credit, three hours.* Mrs. Stuber.

Students who wish advanced study in home economics should consult with the departmental chairman and arrange for it through the Special Studies options listed on page 76.

MATHEMATICS

Associate Professor Davis, *Chairman*; Assistant Professor Preston; and Instructors Bouknight, Spooner, and Taylor. The department offers a major in mathematics (A.B. or B.S.).

Requirements for a Major

BACHELOR OF ARTS

Twenty-four hours in mathematics above the 100 level, including 211, 212, 213, 220, and 321. Mathematics 499 is recommended. The department *requires* the major to in-

clude at least six hours in the area of the natural sciences. Chemistry 111, 112 or Physics 221-222 are recommended.

BACHELOR OF SCIENCE

Thirty-three hours in mathematics above the 100 level, including 211, 212, 213, 220, 321, 410, 411 and either 499, independent study, or directed individual study. The department *requires* the major to include Chemistry 111; Physics 221-222; five courses chosen from the areas of natural science, economics (not offered to satisfy area distribution requirements), computer science or statistics; and proficiency through the beginning level in French or German. (For the student with career interest in mathematics related to the biological or life sciences, Biology 101 may be substituted for Chemistry 111 upon consultation with the departmental chairman.)

Requirement for Certification

For non-mathematics majors: 100 is required at the early childhood level, 100 and 110 are recommended at the intermediate level, and any three hours of math at the secondary level.

For mathematics majors: 100 is not recommended for any mathematics major. The mathematics requirement is satisfied by the courses in the major. Students wishing to teach secondary mathematics must have credit for 334 and must have a total of thirty hours of credit in mathematics, including the 100 level.

Advanced Placement In Mathematics

Upon entering Meredith, a student may be placed in 100, 110, 211, or 212 depending upon her high school record, scores from the mathematics section of the Scholastic Aptitude Test and her performance on a departmental placement test. Each year during orientation, the department gives tests in algebra, trigonometry, and introductory calculus; and if satisfactory scores are attained, credit will be given for the appropriate courses. Also, any student enrolled in an advanced placement mathematics course in her senior year may request placement in 212 with credit for 211 upon presentation of satisfactory scores on the proper examination.

FOUNDATIONS

100 FUNDAMENTAL CONCEPTS OF MATHEMATICS

Includes set theory, numeration systems, abstract mathematical systems, laws of logic, geometry, and probability. May not be counted toward a major. *Credit, three hours.* Staff.

ANALYSIS

110 ELEMENTARY FUNCTIONS

Includes the definition of function and the algebra of functions, polynomial and rational functions, exponential functions, logarithmic functions, trigonometric functions, and functions of two variables. May not be counted toward a major. *Credit, three hours.* Staff.

211 INTRODUCTORY CALCULUS

Introduces the ideas of derivatives and integrals with their principal interpretations and interrelations and develops the similar techniques of differentiation and integration for the elementary functions studied in Mathematics 110. *Credit, three hours.* Staff.

212 MATHEMATICAL ANALYSIS I

A continuation of the calculus of functions of one variable and an introduction of multivariable calculus. *Credit, three hours.* Staff.

213 MATHEMATICAL ANALYSIS II

A continuation of 212 with a study of the theory and techniques of the calculus. Prerequisite: Mathematics 220. *Credit, three hours.* Staff.

314 ADVANCED MULTIVARIABLE CALCULUS

The differential and integral calculus of Euclidean 3-space, using vector notation, leading up to the formulation of solution (in simple cases) of the partial differential equations of mathematical physics. Prerequisite: Mathematics 213. Offered spring semester only. *Credit, three hours.* Staff.

410, 411 ADVANCED CALCULUS I AND II

Includes the real numbers, complex numbers, set theory, metric spaces, Euclidean spaces, continuity, differentiation, the Riemann-Stieltjes integral, and series. Mathematics 410 offered spring semester only. Mathematics 411 offered fall semester only. *Credit, three hours.* Mr. Davis.

ALGEBRA

220 LINEAR ALGEBRA

A study of vector spaces and linear transformation, matrices, and determinants. *Credit, three hours.* Staff.

321 MODERN ABSTRACT ALGEBRA

A study of general algebraic systems beginning with the set and proceeding through groups, rings, and fields. *Credit, three hours.* Mrs. Spooner.

GEOMETRY

334 MODERN COLLEGE GEOMETRY

Designed to differentiate and compare metric and non-

metric absolute and Euclidean geometry with emphasis given to the metric approach. Also, an introduction to hyperbolic geometry, one of the non-Euclidean geometries. Prerequisite: four semesters of math above Mathematics 100. Offered spring semester only. *Credit, three hours.* Mrs. Taylor.

STATISTICS

240 INTRODUCTION TO PROBABILITY AND STATISTICS

Includes probability as a mathematical system, random variables and their distributions, limit theories and topics in statistical inference. Prerequisite: Mathematics 211. Offered spring semester only. *Credit, three hours.* Mrs. Bouknight.

341 ADVANCED PROBABILITY AND STATISTICS

A study of statistical theory and inference from data. Includes estimation, decision theory, testing hypotheses, relationships in a set of random variables, and linear models and design. Offered fall semester only. *Credit, three hours.* Mrs. Bouknight.

499 SEMINAR IN ADVANCED MATHEMATICS

Prerequisite: senior standing. *Credit, three hours.* Staff.

764 METHODS OF TEACHING SECONDARY MATHEMATICS

May not be counted toward a major. Offered spring semester only. *Credit, three hours.* Mrs. Bouknight.

Courses are also available at North Carolina State University under the interinstitutional cooperation plan in theory of equations, intermediate and advanced differential equations, history of mathematics, boundary value problems, numerical analysis, computer science, and statistics.

Students who wish advanced study and research in mathematics should consult with the departmental chairman and arrange for it through the Special Studies options listed on page 76.

MUSIC

Associate Professor D. Lynch, *Chairman*; Professor Pratt; Associate Professor Donley; Assistant Professors Clyburn, Garriss, and Haeseler; Instructors Klausmeyer and Sullivan; and Special Instructors Banks, Beyer, Campbell, Daugherty, Farrington, Gilmore, Ham, Kort, Long, M. Lynch, Mann, Powell, Southwick, and Schlageter. The department offers majors in music (A.B.), music education and applied music (Mus. B.).

Students wishing to major in any branch of music must demonstrate to the music faculty that their talent and

training are such that they are qualified to carry on the work. An audition and personal interview with members of the music faculty are necessary prerequisites for admission into a music program; in some cases, a tape recording may be sent in lieu of an audition.

Requirements for a Major BACHELOR OF ARTS

The Bachelor of Arts in music is intended for the student who wishes music to be part of a total liberal arts program or for the student who may wish to do graduate study in musicology, music history, or composition. It is a non-professional, non-performance degree; it is not intended to prepare the student for a graduate program in applied music.

The candidate for the degree of Bachelor of Arts with a major in music must fulfill the same requirements as candidates for the degree with majors in other fields (see pages 56-57). The student must take at least 76 semester hours in liberal arts and science subjects other than music—44-56 hours in prescribed subjects and area distribution requirements (pages 56-57), and 20-32 hours in electives. The student must take at least 48 hours in music as follows:

Music courses	29
Theory 100, 101, 202, and 203	16
Introduction to Music 214	3
History of Musical Styles and Structures	
315, 316	8
Seminar 494	2
Applied music and electives	19
Minimum in applied music	8
Electives	11
(Applied music, music literature, theory, music education, or ensemble)	

Bachelor of Music

The four-year Bachelor of Music degree with a major in either music education or applied music seeks to produce competent, practical musicians who are well versed in the liberal arts. Requirements for the degree as outlined below are planned with this aim.

LIBERAL ARTS AND SCIENCES	44-46
Prescribed subjects	
English composition	3
A three-hour course in major British authors	3
Foreign language	0-12
Each student will be required to demonstrate a proficiency in one language comparable to that attained by the end of her first college year of the language except that applied music majors in voice must attain proficiency at	

that level in two of the following: French, German, or Italian.

Religion	6
A six-hour introduction to the Old and New Testaments <i>or</i>	
A three-hour introduction to Biblical literature and one advanced three-hour course	
Physical education	4
Freshman colloquium	1
Area distribution requirements in addition to prescribed subjects	
Subjects in natural sciences and mathematics area	3-4
Subjects in social sciences area	6
Electives in subjects other than music	5-18*
Music courses	27
Theory 100, 101, 202, and 203	16
Introduction to Music 214	3
History of Musical Styles and Structures 315, 316	8
Piano proficiency	

Additional Requirements for

Applied Music Major

REQUIREMENTS FOR A MAJOR IN

APPLIED MUSIC	53
Music Literature 215, 216	2
Teaching of Applied Music 320, 321	4
Seminar 494	2
Electives in music	15**
At least 6 hours must be music courses; no more than 9 hours may be applied music.	
Organ majors must take Counterpoint 300, 301, and Service Playing 305, 306.	
Applied Music	30
A minimum of 24 hours must be in principal applied study, four in secondary applied study (ies),*** and two in Ensemble.	

* Music education majors should keep in mind that North Carolina teacher certification requirements specify the following areas:
Social sciences—6 hours (to total 12 including history and at least 2 of the following: anthropology, economics, geography, political science, and sociology).

Natural sciences—3-8 (to total 6-8 hours)

Mathematics —0-3 (to total 3 hours)

** A maximum of 4 hours credit for ensemble will be counted toward the 124 hours minimum required for graduation.

*** Students whose principal applied study is not piano must attain the level of Piano 144 for at least one semester.

Additional Requirements for

Music Education Major

REQUIREMENTS FOR A MAJOR IN MUSIC

EDUCATION	53
Education 234	3
Materials and Methods for Teaching Music in Grades K-6 Ed. 730 Mus.	3
Materials and Methods for Teaching Music in Grades 7-12 Ed. 731 Mus.	3
Education courses according to needs of student	6
Education 439	6
Orchestration 304	2
Applied Music	30
Including the following 12 hours and proficiencies:	
Winds and Percussions 224, 225	4
Strings 226, 227	4
Conducting 420, 421	4
Non-singers—proficiency of freshman voice	
Non-pianists—proficiency of freshman piano	
Principal applied—sufficient to make 4 appearances on student recitals and a partial senior recital.	

Equipment and Facilities

The Department of Music is housed in Jones Hall, constructed in 1950. Seven grand pianos, thirty-four upright pianos, two three-manual concert organs, four two-manual organs, and numerous orchestral instruments furnish ample equipment for effective teaching. The record library contains 2,200 recordings. Many scores and listening facilities are also available in the Carlyle Campbell Library.

Performance Requirements

Performance is at the core of the music curriculum. Every musician performs regularly—whether on stage, in church, in the classroom, or in the studio—in every way that he puts into action his musical training. Consequently, a great deal of emphasis is placed upon developing skills of performance.

Specifically, the following minimum requirements apply: Bachelor of Arts music majors and Bachelor of Music music education majors appear at least once each year in student recitals and present a partial graduation recital. Applied music majors in the Bachelor of Music program appear at least once each semester (except the first semester of the freshman year) in student recitals and present a partial junior recital and a full graduation recital.

Students taking part in any public performances other than those sponsored by the Department of Music must consult with their respective teachers in advance.

Piano Proficiency

All students in the Bachelor of Music degree program must pass an examination designed to include basic aspects of practical musicianship needed to be effective in both classroom and studio situations.¹ Music education majors must pass piano proficiency before student teaching. The examination includes prepared performance of national songs, cadences, scales, arpeggios, harmonization, transposition, and sight-reading.

Student Recitals

Varied student recital programs and Department of Music convocations are held Thursday afternoons. All majors, as well as all college students registered for two or more hours of applied music, are required to attend.

Concerts

Each year the Meredith Cultural Affairs Committee and the Department of Music bring to the campus distinguished performers and lecturers. A number of artists, ensembles, and orchestras perform in Raleigh under sponsorship of the Friends of the College and the Chamber Music Guild. Concerts provided by organizations such as the North Carolina Symphony, the National Opera Company, the Raleigh Oratorio Society, the American Guild of Organists, and the Raleigh Music Club are also open to students. Members of the Meredith faculty are active as recitalists and students themselves provide a large number of musical programs.

It is absolutely essential that music students expose themselves to as large and varied a selection of these performances as possible. All music majors are expected to attend at least 60 per cent of the many musical programs offered on the Meredith campus, in addition to all Thursday student recitals. This experience is an integral part of music studies, directly related to performance, literature, history, theory, and education.

Preparatory Division

Through a large Preparatory Division, the Department of Music provides instruction in applied music and theory to non-college students of all ages within the Raleigh area. Registration in the Preparatory Division is on a semester-to-semester basis. An audition is required for admission; continuation from one semester to another is contingent upon satisfactory progress.

¹These students must attain the level of Piano 144 for at least one semester.

THEORY

100, 101 ELEMENTARY THEORY

Introduction to the theory of music with a heavy emphasis on rhythm and ear-training. Fundamental

aspects of harmony and melody in Western music explored in detail. A reasonable grasp of diatonic sevenths and secondary dominants in carefully voiced chord progressions, both in the written work and at the keyboard, expected of students completing the course. Prerequisite: Theory 100 before 101. Five class hours weekly. *Credit, four hours each semester.* Mr. Klausmeyer.

202, 203 ADVANCED THEORY

A continuation of Theory 100, 101. Review of Theory 101, followed by a study of modulations, chromatically altered chords and ninth, eleventh and thirteenth sonorities as found in the works of major baroque, classic, and romantic composers. Continuing emphasis on ear-training and keyboard. Prerequisite: Theory 101 before 202; 201 before 203. Five class hours weekly. *Credit, four hours each semester.* Mr. Klausmeyer and Mr. Powell.

204 MUSIC FUNDAMENTALS

A study of pitch, scales, keys and key signatures, rhythm and time signatures, rhythmic reading, and elementary chords and their functions. Melodic, harmonic, and rhythmic dictation and basic keyboard harmony included. Not open to students who have completed Theory 101 but may be required of music majors not yet ready for 101. *Credit, three hours.* Miss Haeseler, Mrs. Long, and Mrs. Lynch.

300, 301 COUNTERPOINT

Contrapuntal techniques of the seventeenth and eighteenth centuries with a survey of modal practices in the sixteenth century and techniques of the twentieth century. Prerequisites: Theory 203 before 300 and 300 before 301. *Credit, two hours each semester.* Mrs. Lynch.

304 ORCHESTRATION

A study of the instruments of the orchestra. Arranging music for various groups of instruments and for full orchestra. Prerequisite: Theory 203. *Credit, two hours.* Mrs. Garriss.

305, 306 SERVICE PLAYING

Basic problems and techniques of playing for religious services of all denominations. *Credit, one hour each semester.* Mrs. Long.

491 COMPOSITION

Composition in various forms for voice, chorus, individual instruments and combinations of instruments, following largely the inclination of the student. Prerequisite: Theory 101. May be repeated for credit. *Credit, two hours.* Mr. Klausmeyer.

HISTORY AND LITERATURE**214 INTRODUCTION TO MUSIC**

A course designed to impart an understanding of music as an element of liberal culture and to develop the power of listening intelligently. Masterworks in music literature learned. No technical knowledge required. *Credit, three hours.* Mrs. Kort.

215, 216 MUSIC LITERATURE

A continuation of the principles of learning and listening to music related to music history. Emphasis on music of the twentieth century. *Credit, one hour each semester.* Mr. Klausmeyer.

315, 316 HISTORY OF MUSICAL STYLES AND STRUCTURES

A study of the development of music in western civilization, relating music to a historical context. Analysis of music of various periods as well as student compositions in various period styles. Five class hours weekly. *Credit, four hours each semester.* Mr. Lynch.

494 SEMINAR

Research in problems related to music literature, theory or performance, selected by individual students or by the class. *Credit, two hours.* Mr. Lynch.

MUSIC EDUCATION**224, 225 WIND AND PERCUSSION INSTRUMENTS**

Techniques of playing and teaching important woodwind, brass, and percussion instruments. *Credit, two hours each semester.* Miss Haeseler.

226, 227 STRING INSTRUMENTS

A practical study of string instruments with emphasis on the violin, including teaching methods. *Credit, two hours each semester.* Miss Garriss.

320, 321 TEACHING OF APPLIED MUSIC

Methods of teaching beginning and moderately advanced students in applied music. Laboratory work involving teaching beginning and intermediate students each semester. *Credit, two hours each semester.* Staff.

420, 421 CONDUCTING AND CHORAL LITERATURE

Essentials in conducting including choral literature, rehearsal techniques, and vocal arranging. Three class hours weekly. *Credit, two hours each semester.* Miss Haeseler.

730 MUS. MATERIALS AND METHODS FOR TEACHING MUSIC IN GRADES K-6

Survey of the materials and methods for the presentation

of singing, rhythmic, instrumental, creative and listening activities to the child in grades K through 6. Prerequisite: Theory 102. *Credit, three hours.* Miss Haeseler.

731 MUS. MATERIALS AND METHODS FOR TEACHING MUSIC IN GRADES 7-12

A study of the development characteristics of adolescents with special attention to boys' changing voices, the general music class including the unit method of study, rehearsal techniques, classroom management problems. *Credit, three hours.* Miss Haeseler.

744 MUS. GRADED MATERIALS AND METHODS

Designed to lead toward an understanding of the presentation of singing, rhythmic, instrumental, listening, and creative activities to the child in grades K through 3. Presented through a sequence of related activities. Not open to students who have completed 730 MUS. Prerequisite: Music 204 or permission of the instructor. *Credit, three hours.* Miss Haeseler.

ENSEMBLES

All music majors are required to participate in ensemble each semester (except possibly the first semester of the freshman year). At least two semesters must be in a choral ensemble.¹ In all ensembles, attendance at two to three hours of rehearsal each week and at all performances is required.

234 CHORUS

Two semesters required for all students majoring in music. Open to all students without audition. Provides music for various college functions and gives concerts on and off campus. *Credit, one hour each semester.* Mrs. Farrington.

235 RENAISSANCE SINGERS

A select group of about twenty-five, devoted to the capella performance of Renaissance and early Baroque choral music, both sacred and secular. Admission by audition only. Prerequisite: at least one semester of Chorus. *Credit, one hour each semester.* Mrs. Sullivan.

236 ACCOMPANYING

All students whose principal applied study is piano or organ expected to fulfill at least two semesters of their ensemble requirements in accompanying. Work in preparation of a recital for one student, of lessons and a jury examination for two students, or accompanying an ensemble. Time involved not to exceed six hours per week, including both lesson and practice time (six hours

¹ Note restriction on ensemble credits, page 67.

per week for one student preparing a recital or three hours per week for each of two students preparing lessons and jury examinations). *Credit, one hour each semester.*

237 INSTRUMENTAL ENSEMBLE

Rehearsal and performance of works taken from standard ensemble literature; open to all qualified students by arrangement with the music faculty. *Credit, one hour each semester.* Mrs. Garriss.

238 ORCHESTRA

Symphony orchestra experience for qualified students encouraged by participation in the North Carolina State University Symphony and in the Duke University Symphony Orchestra. *Credit, one hour each semester.* Mrs. Garriss, coordinator.

334 MEREDITH CHORALE

A select group of about thirty-five singers who represent the College on campus and on tour. Admission by audition only. Prerequisite: at least one semester of Chorus. *Credit, one hour each semester.* Mrs. Sullivan.

335 PIANO ENSEMBLE

Study of works for piano, four hands, or two pianos. *Credit, one hour each semester.* Staff.

434 VOCAL ENSEMBLE

A group of about twelve singers who perform literature covering material from all musical periods and styles, both on campus and off. Admission by audition only to qualified members of the Meredith Chorale. *Credit, one hour each semester.* Miss Donley.

Applied Music

Teacher assignments in applied music are made by the chairman of the Department of Music, in consultation with coordinators in each applied area. Requests for specific teachers will be taken into consideration, if possible.

Each course in applied music requires the following amount of weekly practice time: six hours per week for the first hour's credit and three hours per week for each additional credit hour. The following formula applies:

Semester Hours Credit	Weekly Half- Hour Lessons	Weekly Practice Hours
1	1	6
2	2	9
3	2	12
4	2-3	15

Piano

Mr. Pratt, Mr. Clyburn, Mrs. Beyer, Mrs. Daugherty, Mrs. Ham, Mrs. Kort, Mrs. Banks.

The materials used for technical development are variable, depending on the concepts of the teacher and the individual needs of the pupil. A thorough knowledge of all scales and arpeggios should be established before a pupil enters Piano 144.

Functional piano (for the classroom and in preparation for Piano Proficiency) is available in group instruction.

040 BEGINNING CLASS PIANO

Introduction to fundamentals of the keyboard. Transposition, harmonization of folk songs and popular songs, sight-reading, ensemble playing. *Credit, one hour.*

041 INTERMEDIATE CLASS PIANO

A continuation of Piano 040. Advanced harmonizations and study of representative music from the classical repertoire. Prerequisite: Piano 040 or permission of the instructor. *Credit, one hour.*

044 PREPARATORY PIANO

A maximum of six semester hours of this work for credit permitted.

144 FRESHMAN PIANO

Bach *Inventions, Preludes, Suites; Sonatas* of the difficulty of the Haydn, Mozart, and Beethoven *Sonatas*; Chopin works of moderate difficulty; other classical, romantic, impressionistic, and contemporary composers.

244 SOPHOMORE PIANO

Bach *Sinfonias, Well-Tempered Clavier, Suites, Partitas*; Haydn, Mozart, and Beethoven *Sonatas*; Chopin works of modern difficulty; other classical, romantic, impressionistic, and contemporary composers.

344 JUNIOR PIANO

Bach, *Well-Tempered Clavier, Toccatas, Partitas, etc.*; Mozart and Beethoven *Sonatas*; Chopin *Etudes, Impromptus, Scherzi, Ballades, etc.*; other classical, romantic, impressionistic, and contemporary composers.

444 SENIOR PIANO

Bach *Well-Tempered Clavier, Chorale-Preludes*, and larger works; *Sonatas* of greater difficulty; *Concerti*; other classical, romantic, impressionistic, and contemporary works suitable for senior recitals.

Organ

Mr. Lynch, Miss Haeseler, Mrs. Lynch, Mr. Powell, Mrs. Long.

145 FRESHMAN ORGAN

Manual and pedal technique. Bach *Eight Little Preludes and Fugues*, *Orgelbuechlein*, Dupre *Seventy-Nine Chorales*, works of comparable difficulty from all periods; hymn playing.

245 SOPHOMORE ORGAN

Bach *Preludes and Fugues* of the first master period, *Chorale Preludes*, *Trio Sonatas*; works of Mendelssohn, Franck, and other romantics; selected twentieth-century and pre-Bach repertoire; accompanying.

345 JUNIOR ORGAN

Bach, smaller works of the mature master period; selected romantic works of French and German composers; twentieth-century works of comparable difficulty to Hindemith *Sonatas*; larger works of early Baroque.

445 SENIOR ORGAN

Bach, larger works of the mature master period; compositions of Franck, Widor, Vierne, Mendelssohn, Reger, and other romantics; early Baroque, larger twentieth-century compositions.

Violin

Mrs. Garriss, Mrs. Mann, Mr. Southwick.

164 FRESHMAN VIOLIN

Thorough study of bowing and left-hand technique; Laoureux *Etudes*, Bk. II; Mazas Op. 36; concertos by De Beriot and Accolay; sonatinas by Schubert.

264 SOPHOMORE VIOLIN

Scales and arpeggios in three octaves; Mazas *Etudes Speciales*, Kreutzer *Etudes*; sonatas of Corelli and Handel; concertos by Rode, Viotti, and Kreutzer.

364 JUNIOR VIOLIN

Technical work continued; etudes by Kreutzer and Fiorillo; sonatas by Mozart and Beethoven; concertos by Viotti, Kreutzer, and Mozart.

464 SENIOR VIOLIN

Scales in thirds and octaves; etudes by Rode and Gaviniès; concertos by Vieuxtemps, Wieniawski, Godard, and others; sonatas by Bach, Tartini, and Beethoven.

Orchestral Instruments

Courses are also available in the following applied studies:

CELLO 166, 266, 366, 466

Mrs. Gilmore.

FLUTE 174, 274, 374, 474

Mr. Campbell.

Courses in other instruments are made available upon demand, when qualified instructors can be engaged to teach them. Under the interinstitutional cooperation plan, lessons in some orchestral instruments are available at North Carolina State University. Credit and placement are earned on the same basis as other applied music.

Voice

Miss Donley, Mrs. Sullivan, Mrs. Farrington, Mrs. Schlageter.

054 PREPARATORY VOICE

A maximum of six semester hours of this work for credit permitted.

154 FRESHMAN VOICE

Position and poise of the body, strengthening exercises for the vocal mechanism, supplemented by technical exercises with musical figures for the development of vocal freedom. Simpler songs from classical literature. English and Italian pronunciation.

254 SOPHOMORE VOICE

Technical work of the freshman year continued; scales and staccato exercises. Moderately difficult songs by composers of romantic and contemporary literature. French and German pronunciation.

354 JUNIOR VOICE

More advanced technique and vocalizations. Advanced literature. Introduction of oratorio and operatic repertoire.

454 SENIOR VOICE

Technical work continued, stressing flexibility. Total repertoire to include four arias from operatic literature; four arias from oratorio literature; twenty songs from the classic and romantic literature; twenty songs from modern literature.

Students who wish advanced study in music should consult with the departmental chairman and arrange for it through the Special Studies options listed on page 76. Courses are also available in music through the Co-operating Raleigh Colleges.

PSYCHOLOGY

Associate Professor Turpin, *Chairman*, Associate Professors Blanton and Mason; Assistant Professor Sutherland; and Instructor Wall. The department offers a major in psychology.

Psychology 225 is a prerequisite for all other courses.

Requirements for a Major

A minimum of twenty-four semester hours in psychology, including 225, 374, and 384 or their equivalents and one course taught as a seminar.

225 GENERAL PSYCHOLOGY

An introduction to the scientific study of behavior, including such topics as maturation and development, motivation, emotion, learning and thinking, and individuality and personality. *Credit, three hours. Staff.*

234 EDUCATIONAL PSYCHOLOGY

See Education 234 for description.

235 DEVELOPMENTAL PSYCHOLOGY: LIFE-SPAN

The effects of physical and social factors on human development from conception to death. Included topics: physical, perceptual, motor, language, cognitive, emotional, moral, and social development. Credit allowed for only one of the developmental courses—either Psychology 235, 347, or 354. *Credit, three hours. Staff.*

236 MENTAL HEALTH

Basic characteristics of healthy development and the dynamics of adjustment and constructive behavior in response to stress, frustration, conflict and other thwarting situations. *Credit, three hours. Staff.*

347 CHILD PSYCHOLOGY

See Education 347 for description. May receive psychology credit for this course or Psychology 354 but not for both.

354 HUMAN GROWTH AND DEVELOPMENT

See Education 354 for description. May receive psychology credit for this course or Psychology 347 but not for both.

358 THEORIES OF PERSONALITY

A seminar in major contemporary theories of personality. Theories evaluated in light of research findings. *Credit, three hours. Staff.*

374 INTRODUCTION TO RESEARCH

See Sociology 374 for description.

384 EXPERIMENTAL PSYCHOLOGY

An introduction to the literature and techniques of experimental psychology, including such areas as sensory processes, perception, conditioning, and problem solving. Quantitative treatment of data. Each student to design and conduct an experiment. Two lectures and one two-hour laboratory. Suggested prerequisite: Psychology 374. *Credit, three hours. Staff.*

455 SOCIAL PSYCHOLOGY

A study of the theories and research relevant to interpersonal influence, the ways in which an individual is influenced by other people. Included topics: attitude change, conformity, interpersonal attraction, affiliation and emotion, person perception, aggression, and altruism. Suggested prerequisites: Psychology 374 and 384. *Credit, three hours. Staff.*

466 MEASURING AND GUIDING ADOLESCENT BEHAVIOR

See Education 466 for description.

479 BEHAVIOR DISORDERS

A study of major forms of behavior pathology, including neuroses, psychoses, character disorders, alcoholism, and drug addiction. Suggested prerequisite: Psychology 236. *Credit, three hours. Staff.*

Students who wish individual study in history and systems of psychology or a combination of individual study and supervised field learning in an agency offering psychological services should consult with the departmental chairman and arrange for it through the Special Studies options listed on page 76.



RELIGION AND PHILOSOPHY

Professor Crook, *Chairman*; Professors Cochran and McLain; Assistant Professor Page; and Visting Lecturer Newman. The department offers a major in religion.

Requirements for a Major

Twenty-four hours in religion, including 497.

Religion

Prerequisite to all other courses in religion: Religion 101 and 102 or Religion 121.

101, 102 AN INTRODUCTION TO THE OLD AND NEW TESTAMENTS

A study of the central meaning of the Bible. Not open to students who have taken Religion 121. *Credit, six hours.* Staff.

121 AN INTRODUCTION TO BIBLICAL LITERATURE AND HISTORY

A study of the making and the preservation of the Bible; the literature and history of the Hebrews; the ministry of Jesus; and the early church. Not open to students who have taken Religion 101 and/or 102. *Credit, three hours.* Staff.

247 WORLDWIDE CHRISTIANITY

The world mission of the Christian religion as it confronts the modern scientific age. *Credit, three hours.* Mr. McLain.

248 THE RELIGIONS OF MANKIND

A survey and analysis of the great religions of the world in their interrelationships, with an effort to understand

what would be an adequate religion for modern man. *Credit, three hours.* Mr. McLain.

255 THEOLOGY AND CONTEMPORARY LITERATURE

A study of religious themes in contemporary novels and drama, together with an introduction to film as a contemporary art form. Typical authors examined: Beckett, Camus, Kafka, Salinger, Silone, Steinbeck, Tennessee Williams, and Updike. *Credit, three hours.* Mr. Cochran.

265 THE PROPHETIC ELEMENT IN RELIGION

A study of the prophetic books of the Old Testament, with attention to their contemporary value. *Credit, three hours.* Mr. Crook.

266 PAULINE LITERATURE

The development of early Christian life and thought as found in the work and writings of Paul. *Credit, three hours.* Mr. Page.

270 CHRISTIAN ETHICS

The province, presuppositions, and ideal of the Christian ethic and its meaning for specific problems. *Credit, three hours.* Mr. Crook.

331 SOCIOLOGY OF RELIGION

Also available as Sociology 331. A study of the characteristics of American religious groups and the social functions and dysfunctions of religious organizations. *Credit, three hours.* Mr. Crook and Miss Syron.

351 CHRISTIAN EDUCATION

The principles and techniques of Christian leadership. *Credit, three hours.* Mr. McLain.

361 HISTORY OF CHRISTIANITY

An examination of major figures and movements in the development of Christianity, concentrating on the Medieval, Reformation, and Modern Periods. *Credit, three hours.* Mr. Cochran.

364 RELIGION IN AMERICA

A brief survey of religious issues in American history from the colonial period to the present, followed by a contemporary analysis of the three major religious bodies in America: Protestantism, Catholicism, and Judaism. A number of fringe sects or cults examined. *Credit, three hours.* Mr. Cochran.

369 FOUNDATIONS OF CHRISTIAN THOUGHT

An introduction to Christian beliefs which explores such issues as the problems of religious knowledge, the existence of God, the problem of evil or suffering, the



meaning of Christ, and the nature of faith. Introductory readings by Kierkegaard, Bonhoeffer, Tillich, and other contemporary thinkers. *Credit, three hours.* Mr. Cochran.

372 PSYCHOLOGY OF RELIGION

A study of the results of psychological analysis of religious experiences. *Credit, three hours.* Mr. McLain.

380 RELIGION IN CONTEMPORARY SOCIETY

A study of the interplay of religion and social, economic, and political changes. *Credit, three hours.* Mr. Crook.

497 SEMINAR

Open to seniors who have had a minimum of twelve hours in religion. Required of majors. *Credit, three hours.* Staff.

Philosophy

223 INTRODUCTION TO PHILOSOPHY

A student-developed course, the method differing from year to year. Lectures, discussions, student reports on materials chosen by the reporters. *Credit, three hours.* Mr. Newman.

351 HISTORY OF ANCIENT AND MEDIEVAL PHILOSOPHY

A survey of the development of basic ideas from their inception in ancient Greece to the time of the European Renaissance. *Credit, three hours.* Mr. Newman.

352 MODERN PHILOSOPHY

A survey of philosophy since the Renaissance with particular attention to the development of contemporary schools of thought. *Credit, three hours.* Mr. Newman.

Students who wish community internships or advanced study or research in religion and philosophy should consult with the departmental chairman and arrange for it through the Special Studies options listed on page 76.

SOCIOLOGY AND GEOGRAPHY

Professor Syron, *Chairman*; Associate Professor Tucker; Assistant Professor Birkin; Instructors DeBerry, Sumner, and Turlington; and Visiting Lecturers Mustian and Zuntz. The department offers a major in sociology.

Either Sociology 230 or Sociology 260 is required as a prerequisite for all other courses in sociology. Prerequisites may be waived in exceptional cases.

Requirements for a Major

Twenty-four hours in sociology, including 230, 374, 489 or their equivalents and one course taught as a seminar.

SOCIAL WELFARE

Students who desire certification approved by the Council on Social Work Education should take the courses prescribed by the council and approved by the College. Though students in any major of a degree-granting program are eligible, they should consult the Department of Sociology for details. See pages 58-59.

Sociology

230 PRINCIPLES OF SOCIOLOGY

A general introduction to the field of sociology and to methods used in sociological research. Offered both semesters. *Credit, three hours.* Staff.

231 SOCIAL PROBLEMS

An analysis of selected major problems in contemporary society both from the point of view of the sociologist and of the social worker; individual projects to give experience in simple research techniques. Offered both semesters. *Credit, three hours.* Staff.

260 CULTURAL ANTHROPOLOGY

An introduction to anthropology with special emphasis on comparative study of preliterate and simpler cultures. Offered both semesters. *Credit, three hours.* Miss Syron.

301 SOCIAL WELFARE AS A SOCIAL INSTITUTION

The development of an understanding of the concept of social welfare in American society and an overview of the historical development of social welfare institutions. In the second half of the semester, examination of social work, one of the professions in social welfare. Offered both semesters. *Credit, three hours.* Mrs. Turlington.

302 SOCIAL WORK PROCESS

A focus upon those generic steps which constitute the

problem-solving process of social work. Includes the philosophical and value base of social work, the social work problem-solving process, and human relations skills. Objective of the course to enable students to develop an introductory knowledge and skill base which then can be applied to a variety of social service settings. Prerequisite: Sociology 301. Offered both semesters. *Credit, three hours.* Staff.

331 SOCIOLOGY OF RELIGION

For description, see Religion 331. *Credit, three hours.* Mr. Crook and Miss Syron.

335 AMERICAN MINORITY PEOPLES

A study of present day racial and cultural minorities with emphasis upon scientific facts about race and on changing attitudes and policies. *Credit, three hours.* Mr. Tucker.

336 CRIMINOLOGY

An analysis of the nature and extent of criminal behavior; current practices in crime control. *Credit, three hours.* Mr. Tucker.

337 THE COMMUNITY

A survey of the institutions and organizations within modern communities and of the problems arising out of them; special emphasis given such areas as parent-school-community relationships, social services, and recent trends in community social action. Offered both semesters. *Credit, three hours.* Mr. Sumner and Mr. Tucker.

338 THE FAMILY

A study of structure of the family and its function as the basic institution of society; analysis of contemporary marriage and family experience; societal resources for dealing with family problems. Offered both semesters. *Credit, three hours.* Mr. Tucker.

360 COMPARATIVE CULTURES

An anthropological study of rapid modernization in Africa south of the Sahara or in other selected areas. No prerequisite required. *Credit, three hours.* Miss Syron.

374 INTRODUCTION TO RESEARCH

An introduction to basic methods of research in the behavioral sciences and to fundamental statistical concepts. Offered both semesters. *Credit, three hours.* Staff.

489 INTRODUCTION TO SOCIAL THEORY

A survey of the history of social thought from ancient times, with particular emphasis on contemporary sociological thought. Offered both semesters. *Credit, three hours.* Miss Syron.





494 SOCIAL WELFARE SEMINAR WITH FIELD EXPERIENCE

A field experience in an approved social welfare agency and a regularly scheduled seminar, the purpose of which is the further development of practice skills and the integration and application of classroom theory and knowledge. A total of 100 to 300 clock hours on the field offered. Prerequisites: Sociology 301 and 302. Offered both semesters. May be taken on multiple occasions up to a total of nine hours. Only three credit hours accepted toward a major in sociology. *Credit, three to nine hours.* Mrs. Turlington.

496 CONTEMPORARY SOCIETY

A seminar directed toward sociological analysis of social change in the southeastern states or other selected regions. *Credit, three hours.* Mr. DeBerry.

Geography

201 ELEMENTS OF PHYSICAL GEOGRAPHY

An introductory survey of man's physical environment, analyzing on a worldwide basis both the elements of weather and climate and the origin and reshaping of major landforms. Offered both semesters. *Credit, three hours.* Mr. Birkin.

202 WORLD REGIONAL GEOGRAPHY

A systematic survey of the major world regions with regard to culture, natural resources, economies, and political ties, and their future position in world trade. Prerequisite: Geography 201 or special permission of the departments concerned. Offered both semesters. *Credit, three hours.* Mr. Birkin.

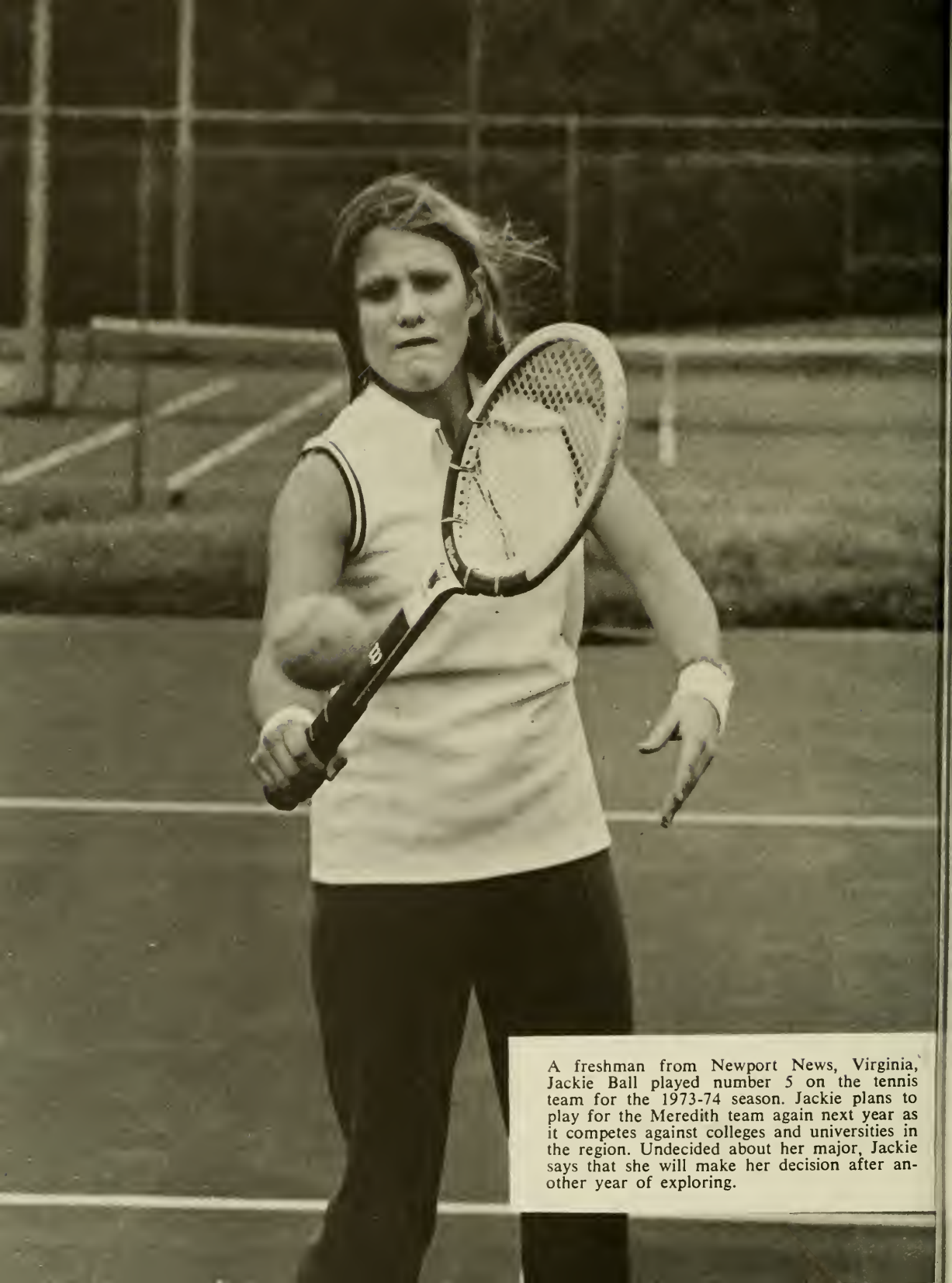
231 CONSERVATION OF NATURAL RESOURCES

An introductory survey of the use and abuse of soils, minerals, water, forests, public lands, and recreational areas, with emphasis on the evergrowing problem of preservation for future generations. *Credit, three hours.* Mr. Birkin.

362 POLITICAL GEOGRAPHY

A study of the state as a political unit. Geographical analysis of national and international boundaries, the territorial seas, populations, administrative areas, interstate relations, foreign trade, colonies, and international organizations in their relation to the state. A systematic approach, with case studies. *Credit, three hours.* Mr. Birkin.

Students who wish special study or research in sociology or geography should consult the departmental chairman and arrange for it through the Special Studies options listed on page 76.



A freshman from Newport News, Virginia, Jackie Ball played number 5 on the tennis team for the 1973-74 season. Jackie plans to play for the Meredith team again next year as it competes against colleges and universities in the region. Undecided about her major, Jackie says that she will make her decision after another year of exploring.

College Directory

BOARD OF TRUSTEES

Officers

C. C. CAMERON
Chairman

HENRY M. SHAW, SR.
Vice Chairman

MARGARET C. MARTIN
Secretary

ELIZABETH J. DOTTERER
Assistant Secretary

Term Expiration 1974

RAYMOND A. BRYAN, SR.
Goldsboro

C. C. CAMERON
Charlotte

CLARA H. CARSWELL
Charlotte

ELIZABETH J. DOTTERER
Sanford

CYNTHIA A. GRIFFITH
Charlotte

RAY K. HODGE
Kinston

HUBERT F. LEDFORD
Raleigh

NELSON STRAWBRIDGE
Durham

DORMAN L. WILLIAMS
Clemmons

Term Expiration 1975

C. C. BAREFOOT
Benson

MARY FRANCES C. DAVIS
Lincolnton

JESSE A. HELMS
Raleigh

W. W. LEATHERS, JR.
Raleigh

MARGARET B. PRUITT
Louisburg

L. GORDON SINCLAIR
Raleigh

JACK A. SNEEDEN
Wilmington

CLAUDE B. WILLIAMS, JR.
Durham

W. FRED WILLIAMS
Greensboro

Term Expiration
1976

ROBERT E. BRYAN, JR.
Fayetteville

ELEANOR L. DAVIS
Winston-Salem

JONATHAN G. GULLICK
Belmont

W. BASIL HILL
Roxboro

SEBY B. JONES
Raleigh

MABEL CLAIRE H. MADDREY
Raleigh

ANNIE LAURIE O. POMERANZ
Sanford

A. PAUL ROGERS, JR.
Tabor City

CECIL E. SHERMAN
Asheville

Term Expiration
1977

JAMES L. COLLIER
Whiteville

LACONLA H. HANCE
Eden

MARGARET C. MARTIN
Raleigh

MARGARET W. PARKER
Winston-Salem

HENRY M. SHAW, SR.
Raleigh

EARL W. SPANGLER
Shelby

WILLIAM K. STURDIVANT, SR.
North Wilkesboro

E. T. VINSON
Scotland Neck

WILLIAM H. WESTPHAL
Greensboro

Executive Committee

C. C. CAMERON
Chairman

HENRY M. SHAW, SR.
Vice Chairman

MARGARET C. MARTIN
Secretary

ELIZABETH J. DOTTERER
Assistant Secretary

J. L. COLLIER

W. BASIL HILL

SEBY B. JONES

W. W. LEATHERS, JR.

L. GORDON SINCLAIR

NELSON STRAWBRIDGE

WILLIAM H. WESTPHAL

CLAUDE B. WILLIAMS, JR.

BOARD OF ASSOCIATES

SHEARON HARRIS
Chairman

VICTOR E. BELL, JR.
Vice Chairman

JESSE P. CHAPMAN
Vice Chairman
Asheville Region

IRWIN BELK
Vice Chairman
Charlotte Region

A. C. ELKINS
Vice Chairman
Durham Region

EVERETT L. HENRY
Vice Chairman
Fayetteville Region

KAY C. LAMBETH
Vice Chairman
Greensboro Region

MARY C. NORWOOD
Vice Chairman
Kinston/Rocky Mount/Goldsboro Region

JEANELLE C. MOORE
Vice Chairman
Raleigh Region

CLARENCE M. ALLRED
Raleigh

HUGH G. ASHCRAFT, JR.
Charlotte

HORACE M. BAKER, JR.
Lumberton

BESSIE B. BALLENTINE
Raleigh

W. CECIL BAUER
Birmingham, Alabama

CLIFTON L. BENSON
Raleigh

DAVID M. BRITT
Raleigh

W. JETHRO BROADWELL
Durham

FAYE A. BROYHILL
Lenoir

WILLIAM M. BURTON
Raleigh

W.C. CALTON
Raleigh

BUNAH L. CLARK
Asheville

IVIE L. CLAYTON
Raleigh

WILLIAM A. CREECH
Raleigh

ROY B. CULLER, JR.
High Point

WILLIAM B. DEWAR
Raleigh

C. A. DILLON, JR.
Raleigh

W. W. EDWARDS
Durham

DURWARD R. EVERETT, JR.
Durham

J. GRADY FAULK
Monroe

JAMES D. FARTHING
Durham

WILLIAM C. FRIDAY
Chapel Hill

CLAUDE F. GADDY
Raleigh

GEORGE R. GOODWIN
Raleigh

ANDY GRIFFITH*
Talca Lake, California

LAURA W. HARRILL
Raleigh

JOHN B. HARRIS, JR.
Raleigh

ROBERT P. HOLDING
Smithfield

GROVER E. HOWELL
Weldon

PEYTON G. IVIE
Murphy

CARLYLE L. JENNINGS
Murfreesboro, Tennessee

ALMA E. JOHNSON
Memphis, Tennessee

BERTRAM A. JONES
Raleigh

DREWRY J. JONES
Raleigh

EARL T. JONES
Raleigh

W. T. JOYNER, SR.
Raleigh

GAIL E. KNIERIEM
Raleigh

ELROY LAMB
Albemarle

*honorary

GEORGE J. LENESE
New York, N. Y.

WILMA T. McCracken
Henderson

WILLIAM E. MANGUM
Raleigh

LUTHER M. MASSEY
Zebulon

PEGGY S. MITCHELL
Spring Hope

IRENE MONEY
Madison

JAMES R. NANCE, JR.
Fayetteville

C. JAMES NELSON
Raleigh

R. EUGENE OWENS
Charlotte

PAULINE D. PERRY
Winston-Salem

SARAH C. RAWLEY
Jamestown

FRED C. REIBER
Raleigh

J. HUGH RICH
Jacksonville

E. N. RICHARDS
Raleigh

HARRY C. RICHTER
Research Triangle Park

BRUCE W. RILEY
Raleigh

OLIVER R. ROWE
Charlotte

JOYCE A. RUDISILL
Charlotte

JOHN J. RYAN
Charlotte

JOHN L. SALLY
Raleigh

JOSEPH E. SAVAGE
Spring Hope

JOHN M. SIMMS
Raleigh

BARON D. SMITH
Monroe

CHARLES LEE SMITH, JR.
Raleigh

COLIN STOKES
Winston-Salem

WYATT TAYLOR
Raleigh

W. REID THOMPSON
Washington

D. J. THURSTON, JR.
Charlotte

W. HAROLD TRENTMAN
Raleigh

T. A. UPCHURCH
Raleigh

WILLIAM C. VICK
Raleigh

STRAUGHAN H. WATKINS
Henderson

HOWARD S. WILCOX
Indianapolis, Indiana

ALFRED H. WILLIAMS, III
Raleigh

JOHN A. WILLIAMS, JR.
Raleigh

HENRY H. WILSON
Chicago, Illinois

WILLIAM L. WYATT, JR.
Raleigh

J. HOWARD YOUNG, JR.
Murfreesboro, Tennessee

ALUMNAE ASSOCIATION

Officers, 1973-74

ALYCE EPLEY WALKER, 1954

President

Charlotte

EULA HODGES BOATRIGHT, 1928

Past President

Richmond, Virginia

ALICE JO KELLEY BURROWS, 1959

Vice President

Raleigh

DR. NANCY JOYNER, 1958

Vice President, Asheville Division

Cullowhee

EDNA LOU LAMB ALDRICH, 1945

Vice President, Charlotte Division

Gastonia

LOUISE DANIEL GODWIN, 1938

Vice President, Elizabeth City Division

Ahoskie

LORETTE OGLESBY HOLLINSHED, 1954

Vice President, Fayetteville Division

Fayetteville

MARTHA HOLLAND GEORGE, 1952

Vice President, Greensboro Division

Asheboro

ANNE HOWARD FARMER, 1958

Vice President, Wilmington Division

Wilmington

OPAL CLEMMONS JOHNSON, 1949

Vice President, Winston-Salem Division

Lexington

SUSAN LEATHERS BURNETTE, 1963

Recording Secretary

Raleigh

DONNA DULL HURT, 1965

Alumna-at-Large

Franklin, Virginia

JOYCE HERNDON VEALE, 1957

Alumna-at-Large

Rock Hill, S. C.

CAROLYN COVINGTON ROBINSON, 1950

Director of Alumnae Affairs



FACULTY

1973-74

The date in parentheses indicates the year in which the individual joined the Meredith faculty.

HELENA W. ALLEN, M.Ed. (1952)

Assistant Professor of Health and Physical Education
B. S., University of North Carolina at Greensboro;
M.Ed., University of North Carolina at Chapel Hill.

AUDREY R. ALLRED, M.Ed. (1970)

Assistant Professor of Education
A.B., Meredith College; M.Ed., University of North Carolina at Chapel Hill.

JOE BAKER, A.B. (1966)

Vice President for Business and Finance
A.B., Mississippi College.

LINDA S. BAMFORD, A.M. (1970)

Instructor in Speech and Theater
A.B., St. Mary-of-the-Woods College; A.M., University of North Carolina at Chapel Hill.

JACQUELINE B. BEZA, A.M. (1964)

Instructor in Foreign Languages
A.B., A.M., University of North Carolina at Chapel Hill.

VERGEAN R. BIRKIN, A.M. (1963)

Assistant Professor of Geography
A.B., A.M., University of Colorado; graduate study,
University of North Carolina at Chapel Hill.

GLORIA H. BLANTON, Ph.D. (1967)

Associate Professor of Psychology
A.B., Wake Forest University; A.M., Columbia University; Ph.D., University of North Carolina at Chapel Hill; post-graduate study, Duke University.

MARTHA L. BOUKNIGHT, M.Ed. (1966)

Instructor in Mathematics
A.B., University of North Carolina at Greensboro; M.Ed., University of North Carolina at Chapel Hill; graduate study, University of South Carolina, Wake Forest University.

CLARA R. BUNN, Ph.D. (1969)

Assistant Professor of Biology
A.B., Meredith College; M.S., Ph.D., North Carolina State University.

CRAVEN ALLEN BURRIS, Ph.D. (1969)

Vice President and Dean of the College
Professor of History
A.A., Wingate College; B.S., Wake Forest University; B.D., Southeastern Baptist Theological Seminary; A.M., Ph.D., Duke University.

KENNEITH H. CALVERT, Ed.D. (1973)

Assistant Professor of Education
B.S., Jacksonville State University; A.M., University of Alabama; Ed.D., University of Alabama; summer study, Samford University.

MARIE W. CAPEL, M.Ed. (1971)

Director of Placement and Career Planning
Director of Cooperative Education
A.B., George Washington University; M.Ed., North Carolina State University.

JAMES L. CLYBURN, M.S. (1958)

Assistant Professor of Music
A.B., Elon College; M.S., Juilliard School of Music.

BERNARD H. COCHRAN, Ph.D. (1960)

Professor of Religion
A.B., Stetson University; B.D., Th.M., Southeastern Baptist Theological Seminary; Ph.D., Duke University; post-doctoral research, Yale University.

ROGER H. CROOK, Th.D. (1949)

Professor of Religion
A.B., Wake Forest University; Th.M., Th.D., Southern Baptist Theological Seminary; post-doctoral research, Duke University, Union Theological Seminary, University of North Carolina at Chapel Hill.

HELEN P. DANIELL, Ph.D. (1968)

Assistant Professor of Foreign Languages
A.B., Converse College; A.M., Middlebury College; Ph.D., University of North Carolina at Chapel Hill; post-doctoral study, Sorbonne.

CHARLES A. DAVIS, Ph.D. (1967)

Associate Professor of Mathematics
B.S., M.A.M., Ph.D., North Carolina State University.

PHILLIP W. DEBERRY, A.M. (1972)

Instructor in Sociology
B.S., North Carolina A&T. State University; A.M., University of North Carolina at Chapel Hill.

JANE G. DEESE, A.M. (1945)

Head Librarian
A.B., Meredith College; A.B. in L.S., Emory University; A.M., Columbia University.

MICHAEL ROSS DODGE, A.M. (1973)

Technical Service Librarian
A.B., University of Michigan; A.M.L.S., University of Michigan; A.M., University of Michigan; graduate study, Goethe Institute, Sprachschule Lerch, Ann Arbor High School.

BEATRICE DONLEY, Mus. B. (1942)

Associate Professor of Music

Mus. B. (Voice), Mus. B. (Public School Music), West Virginia University; voice with Horatio Connell, Juilliard School of Music; voice with Adelaide Gescheidt, New York.

JAMES H. EADS, JR., M.S. (1958)

Assistant Professor of Biology

A.B., University of Kansas; M.S., University of Alabama; graduate study, University of Alabama.

MILDRED W. EVERETTE, A.M. (1969)

Instructor in English

A.B., Atlantic Christian College; A.M., North Carolina State University; graduate study, University of North Carolina at Chapel Hill.

ERIKA S. FAIRCHILD, A.M. (1972)

Instructor in Political Science

A.B., Hunter College; A.M., Yale University; graduate study, University of Aix-Marseilles, France; Ph.D. candidate, University of Washington.

KATHRYN T. FARRELL, A.M. (1973)

Instructor in Health and Physical Education

A.B., University of Arkansas; M.S., Louisiana State University.

WILLIAM WALLACE FINLATOR, JR., A.M. (1973)

Instructor in Foreign Languages

A.B., Wake Forest University; A.M. University of Pennsylvania; doctoral candidate, Yale University.

ROBERT G. FRACKER, A.M. (1962)

Assistant Professor of Education

B.S., East Tennessee State College; A.M., Appalachian State University; graduate study, Duke University.

LOIS FRAZIER, Ed.D. (1954)

Professor of Business and Economics

B.S., M.S., University of North Carolina at Greensboro; Ed.D., Indiana University.

KAY A. FRIEDRICH, M.P.H. (1967)

Instructor in Home Economics

B.S., graduate study, Michigan State University; M.P.H., University of North Carolina at Chapel Hill.

KATALIN Y. GALLIGAN, Ph.D. (1969)

Assistant Professor of Foreign Languages

A.B., Veres Palne, Hungary; A.M., Indiana University; Ph.D., University of North Carolina at Chapel Hill.

PHYLLIS W. GARRISS, Mus.M. (1951)

Assistant Professor of Music

A.B., Mus.B., Hastings College; Mus.M., Eastman School of Music.

ROSALIE P. GATES, Ph.D. (1965)

Associate Professor of History

Assistant to the President

A.B., A.M., Ph.D., Duke University.

SHIRLEY S. GREGORY, M.S. in L.S. (1972)

Reference Librarian

A.B., Wake Forest University; M.S. in L.S., University of North Carolina at Chapel Hill.

CAROLYN B. GRUBBS, M.A.T. (1963)

Assistant Professor of History

A.B., Meredith College, M.A.T., Duke University; graduate study, Columbia University, North Carolina State University, University of North Carolina at Chapel Hill.

FRANK L. GRUBBS, Ph.D. (1963)

Professor of History

A.B., Lynchburg College; A.M., Ph.D., University of Virginia; post-doctoral research, University of North Carolina at Chapel Hill.

ISABELLE HAESELER, M.S.M. (1956)

Assistant Professor of Music

B.S., Lebanon Valley College; M.S.M., Union Theological Seminary; graduate study, Colorado Seminary, University of North Carolina at Chapel Hill.

JOHN B. HIOTT, M.Div. (1968)

Registrar

A.B., Baylor University; M. Div., New Orleans Baptist Theological Seminary.

SALLY M. HORNER, Ph.D. (1965)

Associate Professor of Chemistry

B.S., Ph.D., University of North Carolina at Chapel Hill.

LUTHER M. HUGGINS, A.A., (1969)

Director of Equitation

A.A., Presbyterian Junior College.

MARY BLAND JOSEY, M.Ed. (1953)

Director of Admissions

A.B., Meredith College; additional study, University of Reading, England; M.Ed., North Carolina State University.

JOHN T. KANIPE, JR., M.Ed. (1968)

Vice President for Institutional Advancement

B.S., M.Ed., North Carolina State University.

PETER B. KLAUSMEYER, D.M.A. (1973)

Instructor in Music

A.B., Cornell University; Mus.M., D.M.A., University of Michigan; additional study, University of Cincinnati, Conservatory of Madrid.

IONE KEMP KNIGHT, Ph.D. (1956)

Professor of English

A.B., Meredith College; A.M., University of Pennsylvania; Ph.D., University of North Carolina at Chapel Hill; post-doctoral research, British Museum, Oxford University, University of London.

WILLIAM R. LEDFORD, Ph.D. (1957)

Associate Professor of Foreign Languages

A.B., Berea College; A.M., State University of Iowa; graduate study, Middlebury College, Universidad de los Andes, South America; Ph.D., University of North Carolina at Chapel Hill.

SARAH McCULLOH LEMMON, Ph.D. (1947)

Professor of History

B.S., Madison College; A.M., Columbia University; Ph.D., University of North Carolina at Chapel Hill.

W. DAVID LYNCH, D.M.A. (1969)

Associate Professor of Music

Mus.B., Oberlin College; Mus.M., D.M.A., Performer's Certificate, Eastman School of Music; Akademie "Mozarteum," Salzburg, Austria; Andre Marchal, Paris; Isolde Ahlgrimm, Arthur Poister, Robert Noehren.

RALPH E. McCLAIN, Ph.D. (1945)

Professor of Religion

A.B., Muskingum College; Th.M., Ph.D., Southern Baptist Theological Seminary; post-doctoral research, Columbia University, University of Chicago, Mansfield College of Oxford University.

JOE MARON, M.F.A. (1972)

Assistant Professor of Art

B.A., M.F.A., Brooklyn College.

MARIE MASON, Ph.D. (1969)

Dean of Students

Associate Professor of Psychology

A.A., Campbell College; A.B., Meredith College; A.M., Ph.D., University of Kentucky.

JAY D. MASSEY, A.M. (1957)

Assistant Professor of Health and Physical Education

B.S., University of North Carolina at Greensboro; A.M., New York University.

RUBY T. MILLER, M.S. (1969)

Assistant Professor of Home Economics

B.S., Appalachian State University; M.S., University of Tennessee; graduate study, University of North Carolina at Greensboro, North Carolina State University.

REBECCA JEAN MURRAY, Ed.D. (1974)

Assistant Professor of Education

A.B., Meredith College; M.Ed., University of North Carolina at Chapel Hill; Ed.D., Duke University.

ALLEN F. PAGE, Ph.D. (1973)

Assistant Professor of Religion

A.A., Mars Hill College; A.B., Wake Forest University; graduate study, Southeastern Baptist Seminary; M.Div., Union Theological Seminary; Ph.D., Duke University.

SALLY R. PAGE, Ph.D. (1972)

Assistant Professor of English

A.A., Mars Hill College; A.B., Wake Forest University; M.A.T., Ph.D., Duke University.

THOMAS C. PARRAMORE, Ph.D. (1962)

Assistant Professor of History

A.B., A.M., Ph.D., University of North Carolina at Chapel Hill.

LEISHMAN A. PEACOCK, Ph.D. (1948)

Professor of English

A.B., A.M., Wake Forest University; Ph.D., Pennsylvania State University; graduate study, Columbia University.

ANN B. PEADEN, A.M. (1968)

Instructor in Foreign Languages

A.B., B.S., East Carolina University; A.M., Middlebury College.

STUART PRATT, Mus.M. (1942)

Professor of Music

A.B., Hartwick College; Mus. B., Philadelphia Musical Academy; Mus.M., Syracuse University; two years in Berlin, Marta Siebold, Hugo Kaun, Walter Scharwenka, Egon Petri.

DOROTHY K. PRESTON, M.A.M. (1961)

Assistant Professor of Mathematics

A.B., Meredith College; A.M., Columbia University; M.A.M., North Carolina State University; NSF Fellow; Ph.D. candidate, North Carolina State University.

DAVID R. REVELEY, Ph.D. (1955)

Professor of Education

A.B., Hampden-Sidney College; A.M., Ph.D., University of Virginia.

CAROLYN C. ROBINSON, A.B. (1958)

Director of Alumnae Affairs

A.B., Meredith College.

NORMA ROSE, Ph.D. (1937)

Professor of English

A.B., Meredith College; A.M., University of North Carolina; Ph.D., Yale University.

NONA JOAN SHORT, A.M. (1966)

Instructor in Foreign Languages

A.B., University of Mississippi; A.M., University of Wisconsin; graduate study, University of Munich.

EVELYN P. SIMMONS, M.S. (1962)

Assistant Professor of Economics

B.S., Georgia State College for Women; M.S., University of Tennessee; graduate study, University of Florida, Duke University, University of North Carolina at Chapel Hill.

LAROSE F. SPOONER, M.A.T. (1967)

Instructor in Mathematics

A.B., Tift College; M.A.T., Duke University; graduate study, North Carolina State University.

JUDITH S. STEPHENS, A.M. (1971)

Instructor in Art

B.F.A., University of Massachusetts; A.M., University of North Carolina at Chapel Hill.

MARILYN M. STUBER, M.S. (1965)

Assistant Professor of Home Economics

B.S., M.S., University of Nebraska; graduate study, Nebraska State College, University of North Carolina at Greensboro, North Carolina State University.

JANE W. SULLIVAN, Mus.B. (1966)

Instructor in Music

A.B., Mus.B., Meredith College; graduate study, University of North Carolina at Chapel Hill.

EUGENE M. SUMNER, M.S.W. (1973)

Instructor in Sociology

Director of Human Services

A.A., Mount Olive Junior College; A.B., Atlantic Christian College; M.Div., Southeastern Baptist Seminary; M.S.W., University of North Carolina at Chapel Hill.

ANNE E. SUTHERLAND, Ph.D. (1972)

Assistant Professor of Psychology

A.B., University of Florida; A.M., Ph.D., University of North Carolina at Chapel Hill.

LESLIE W. SYRON, Ph.D. (1945)

Professor of Sociology

A.B., Mary Baldwin College; A.M., Ph.D., University of North Carolina at Chapel Hill; post-doctoral study, London School of Economics and Political Science.

CHARLES R. TUCKER, Th.D. (1966)

Associate Professor of Sociology

A.B., Delta State College; B.D., Th.M., Th.D., Southern Baptist Theological Seminary; M.A.C.T., University of North Carolina at Chapel Hill.

HELEN TURLINGTON, M.S.W. (1972)

Instructor in Sociology

A.A., Averett College; A.B., Blue Mountain College; M.R.E., Carver School of Missions and Social Work; M.S.W., University of North Carolina at Chapel Hill.

WILLIAM B. TURPIN, Ph.D. (1973)

Associate Professor of Psychology

A.B., University of Virginia; A.M., Princeton University; Ph.D., University of Alabama.

FRANCES M. VANDIVER, M.S. (1971)

Director of Student Activities

Instructor in Physical Education

A.A., St. Petersburg College; B.S., University of Florida; M.S., University of North Carolina at Greensboro.

JOHN EDGAR WEEMS, Ed.D. (1972)

President

B.S., A.M. Ed.D., George Peabody College.

JOYCE D. WHITE, M.Ed. (1973)

Assistant Dean of Students

A.B., University of North Carolina at Greensboro; M.Ed., University of North Carolina at Chapel Hill; graduate study, North Carolina State University.

LEONARD WHITE, A.M. (1964)

Associate Professor of Art

A.B., A.M., University of North Carolina at Chapel Hill.

JAMES ERIC WIECHERT, Ph.D. (1973)

Assistant Professor of Chemistry

B.S., Eastern Illinois University; Ph.D., University of Tennessee.

LARRY C. WILLIAMS, Th.M. (1973)

College Minister

A.B., Wake Forest University; Th.M., Southeastern Baptist Theological Seminary; additional study, Theological Seminary, Drew University.

ELIZABETH WILSON, M.Ed. (1973)

Counselor

A.B., M.Ed., University of North Carolina at Chapel Hill.

JOHN A. YARBROUGH, Ph.D. (1943)

Professor of Biology

A.B., Oklahoma Baptist University; M.S., University of Oklahoma; Ph.D., State University of Iowa; graduate study, Northwestern University.

MARY YARBROUGH, Ph.D. (1928)

Professor of Chemistry and Physics

Assistant Director of Cooperative Education

A.B., Meredith College; M.S., North Carolina State University; Ph.D., Duke University.

PART-TIME FACULTY MEMBERS

1973-74

The date in parentheses indicates the year in which the individual joined the Meredith faculty.

DONALD B. ADCOCK, A.M. (1972)

Instructor in Music

B.S., East Carolina University; A.M., Columbia University.

MOLLIE ROCHESTER BANKS, Mus. M. (1973)

Instructor in Music

A.B., Winthrop College; Mus. M., University of North Carolina at Chapel Hill.

RENNIE PEACOCK BEYER, Mus.M. (1971)

Instructor in Music

Mus.B., Mus.M., University of North Carolina at Greensboro.

JESS P. CAMPBELL (1973)

Instructor in Music

Private flute study with Conrad Lahser, Mark Thomas, Frederick Wilkins, Harold Bennett.

GEORGE T. CHREST, A.M. (1972)

Instructor in Art

B.F.A., A.M., Wayne State University; additional study, National Academy of Design, City University of New York.

SUZANNE D. CRIGLER, A.B. (1973)

Instructor in Physical Education

A.B., University of North Carolina at Chapel Hill.

ANNE C. DAHLE, A.B. (1972)

Coordinator of Continuing Education

A.B., Meredith College; additional study, North Carolina State University.

ALICE W. DAUGHERTY, Mus.B. (1971)

Instructor in Music

Mus.B., Lawrence College; additional study, Juilliard School of Music.

BETTY JO FARRINGTON, A.B. (1969)

Instructor in Music

A.B., Meredith College.

DOROTHY GILMORE, B.S. (1971)

Instructor in Music

B.S., State University of New York at New Paltz; additional study, Eastman School of Music.

DOUGLAS McCREARY GREENWOOD, A.M. (1973)

Instructor in English

A.B., Dartmouth College; graduate study, Harvard University; A.M., Georgetown University; currently enrolled in the Ph.D. program at the University of North Carolina at Chapel Hill.

VICKI HAM, Mus.M. (1970)

Instructor in Music

Mus.B., Salem College; Mus. M., University of Illinois.

JOHN B. HOLT, A.M. (1972)

Instructor in Foreign Languages

A.B., University of Virginia; A.M., Harvard University; currently enrolled in the Ph.D. program at Harvard University.

KLAUS D. HOOG, A.B. (1974)

Instructor in Art

A.B., University of Illinois; graduate study, University of North Carolina at Chapel Hill.

WILLIAM F. IRISH, M.S. (1973)

Instructor in Economics

B.S., M.S., Montana State University; currently enrolled in the Ph.D. program at North Carolina State University.

CAROLYN G. JARMON, M.S. (1973)

Instructor in Home Economics

B.S.H.E., University of Delaware; graduate study, Merrill-Palmer Institute; M.S., Cornell University.

HELEN H. JONES, A.M. (1969)

Instructor in English

A.B., A.M., University of North Carolina at Greensboro.

MARITA H. KENNIHAN, A.M. (1972)

Instructor in English

A.B., University of Maryland; A.M., North Carolina State University.

ELLEN LEINWAND KORT, Mus.M. (1971)

Instructor in Music

A.B., State University of New York at Binghamton; Mus.M., University of North Carolina at Chapel Hill.

PATRICIA LONG, M.C.M. (1973)

Instructor in Music

A.B., Meredith College; M.C.M., Southwestern Baptist Theological Seminary.

MARILYN S. LYNCH, A.M. (1971)

Instructor in Music

Mus.B., Syracuse University; A.M., Eastman School of Music.

ILSE MANN, Mus. M. (1973)

Instructor in Music

Mus. B., Mus. M., University of Cincinnati.

ANNE H. MORRIS, M.S. (1974)

Instructor in Education

A.A., Mt. Olive Jr. College; B.S., M.S., North Carolina State University.

ROBERT DAVID MUSTIAN, Ph.D. (1971)

Visiting Lecturer in Sociology

B.S., M.S., North Carolina State University; Ph.D., Florida State University.

STEWART A. NEWMAN, Ph.D. (1973)

Visiting Lecturer in Philosophy

A.B., Hardin Simmons University; Th.M., Th.D., Southwestern Baptist Seminary; post-doctoral study, Duke University, Northwestern-Barrett, University of Rochester.

SALLY P. O'CONNOR, M.S. (1971)

Instructor in Home Economics

B.S., Cornell University; M.S., Pennsylvania State University; graduate study, University of Delaware, East Carolina University.

LINTON E. POWELL, JR., Mus.M. (1972)

Instructor in Music

Mus.B., Florida State University; Mus.M., University of Georgia; enrolled in the Ph.D. program at the University of North Carolina at Chapel Hill.

GWENDOLYN H. REIVES, M.P.H. (1974)

Instructor in Home Economics

B.S., North Carolina Central University; M.P.H., University of North Carolina at Chapel Hill.

LENA B. RITCHIE, B.S. (1972)

Instructor in Education

B.S., Madison College; further study, University of North Carolina at Chapel Hill.

DONALD R. ROBERTS, A.M. (1971, 1973)

Visiting Lecturer in History

A.B., Baylor University; A.M., University of Connecticut.

PAUL ROWLAND, A.B. (1973)

Instructor in Education

A.B., Davidson; currently enrolled in Ph.D. program at North Carolina State University.

NANCY C. SASNETT, M.Ed. (1971)

Instructor in Business

B.S., Pfeiffer College; M.Ed., University of North Carolina at Greensboro.

BARBARA E. SCHLAGETER, Mus.M. (1971)

Instructor in Music

Mus.B., Mus.M., New England Conservatory of Music; Certificate, Conservatoire Americain, Fontainebleau.

RICHARD SOUTHWICK, A.M. (1972)

Instructor in Music

B.S., A.M., Ohio State University.

FRANCES W. STEVENS, A.M. (1961)

Instructor in Physical Education

A.B., Mary Washington College; A.M., New York University.

OLIVE D. TAYLOR, M.Ed. (1970)

Instructor in Mathematics

B.S., Western Carolina University; M.Ed., University of North Carolina at Chapel Hill; graduate study, Western Carolina University.

SALLY C. VILAS, M.F.A. (1972)

Instructor in Art

B.F.A., M.F.A., University of North Carolina at Chapel Hill; additional study, Salem Academy, Duke University.

JEAN GRIFFITH WALL, Ph.D. (1973)

Instructor in Psychology

A.B., Meredith College; M.S.H.E., Ph.D., University of North Carolina at Greensboro.

CALVIN WONG, A.M. (1972)

Instructor in Art

A.B., New York City College; A.M., University of Kansas; graduate study, University of North Carolina at Chapel Hill.

BARBARA ZUNTZ, A.B. (1973)

Visiting Lecturer in Sociology

A.B., Beloit College; currently enrolled in the M.S.W. program at the University of North Carolina at Chapel Hill.



FACULTY EMERITI

1973-74

The date in parentheses indicates the year in which the individual joined the Meredith faculty.

HAZEL BAITY, A.B. in L.S. (1941)

Librarian

A.B., Meredith College; A.B. in L.S., University of North Carolina at Chapel Hill.

ELLEN DOZIER BREWER, A.M. (1919,1922)

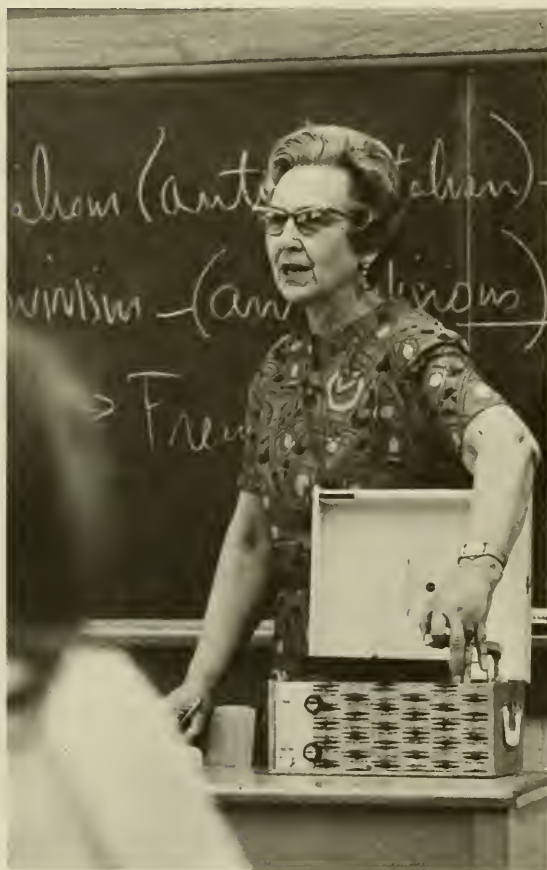
Professor of Home Economics

A.B., Meredith College; B.S., A.M., Columbia University.

LILA BELL, M.Ed. (1941)

Associate Professor of Education

A.B., University of North Carolina at Greensboro; M.Ed., Duke University; graduate study, Columbia University, University of North Carolina at Chapel Hill.



CARLYLE CAMPBELL, L.L.D. (1939)

President

A.B., A.M.; Wake Forest College; L.L.D., University of South Carolina, Wake Forest College; graduate study, Columbia University.

ERNEST F. CANADAY, Ph.D. (1920)

Professor of Mathematics

A.B., William Jewell College; A.M. Missouri University; Ph.D., Duke University.

HELEN JO COLLINS, M.S. (1944)

Assistant Professor of Chemistry

B.S., Colorado State Agricultural College; M.S., Iowa State College.

HARRY E. COOPER, Mus.D. (1937)

Professor of Music

A.B., Ottawa University; Mus.B., Horner Institute of Fine Arts; Mus.D., Bush Conservatory, Fellow American Guild of Organists; Guy Weitz, London.

HARRY K. DORSETT, A.M. (1941)

Associate Professor of Education

A.B., Wake Forest University; A.M., Columbia University; graduate study, George Peabody College.

LOUISE E. FLEMING, A.M. (1950)

Dean of Students

A.B., Meredith College; A.M., Columbia University; graduate study, Union Theological Seminary, University of Chicago Divinity School.

L.E.M. FREEMAN, Th.D. (1910)

Professor of Religion

A.B., Furman University; A.M., Harvard University; B.D., Newton Theological Institution; Th.D., Southern Baptist Theological Seminary.

MAE F. GRIMMER, A.B. (1916)

Director of Alumnae Affairs

A.B., Meredith College.

MARY LYNCH JOHNSON, Ph.D. (1918)

Professor of English

A.B., Meredith College; A.M., Columbia University; Ph.D., Cornell University; L.H.D., Wake Forest University; post-doctoral research, British Museum, Cambridge University, Oxford University, University of London.

IRA O. JONES, Ph.D. (1957)

Assistant Professor of Sociology

Ph.D., University of Chicago; A.M., Ph.D., University of Nebraska.

MARGARET C. MARTIN, A.M. (1953, 1964)

Director of Alumnae Affairs

A.B., Meredith College; A.M., Columbia University.

ADMINISTRATION

1973-74

The date in parentheses indicates the year in which the individual joined the Meredith administration.

JOHN EDGAR WEEMS, Ed.D. (January, 1972)
President

CARLYLE CAMPBELL, LL.D. (1939)
President Emeritus

CRAVEN ALLEN BURRIS, Ph.D. (1969)
Vice President and Dean of the College

JOE BAKER, A.B. (1966)
Vice President for Business and Finance

JOHN T. KANIPE, JR., M.Ed. (1968)
Vice President for Institutional Advancement

MARIE MASON, Ph.D. (1969)
Dean of Students

JOHN B. HIOTT, M.Div. (1968)
Registrar and Assistant to the Vice President and Dean of the College

MARY BLAND JOSEY, M.Ed. (1953)
Director of Admissions

LARRY C. WILLIAMS, Th.M. (1973)
College Minister

Office of the President

JOHN EDGAR WEEMS, Ed.D. (1972)
President

ROSALIE P. GATES, Ph.D. (1973)
Assistant to the President

MADGE O. DILLARD (1973)
Administrative Secretary to the President

LOIS S. RENFROW (1953)
Secretary to the President

EDWARD H. PRUDEN, D.D. (1970)
Pastor-in-Residence

MARY LYNCH JOHNSON, Ph.D. (1972)
Professor Emeritus and College Historian

Academics**Office of the Vice President and Dean of the College**

CRAVEN ALLEN BURRIS, Ph.D. (1969)
Vice President and Dean of the College

ANNE C. DAHLE, A.B. (1972)
Coordinator of Continuing Education

MARIE W. CAPEL, M.Ed. (1971)
Director of Cooperative Education

MARY YARBROUGH, Ph.D. (1973)
Assistant Director of Cooperative Education

ROSEMARIE COPPINS, M.Ed. (1973)
Assistant to the Director of Cooperative Education

ROSANNA W. BLAKE, A.M. (1973)
Director of Upward Bound

LUKE N. WILLIAMS, A.B. (1974)
Counselor of Upward Bound

PAT B. LYLES (1970)
Secretary to the Vice President and Dean of the College

ANNE B. CHEEK (1974)
Secretary to the Vice President and Dean of the College

PAT HASLEY (1973)
Secretary to the Coordinator of Continuing Education

JOY McKENZIE, A.B. (1973)
Secretary to the Director of Cooperative Education

NANCY MATTHEWS (1973)
Secretary to the Faculty

CAROLYN WHITE (1974)
Secretary to the Faculty

BRENDA BALDREE (1973)
Secretary to the Director of Upward Bound

Office of the Registrar

JOHN B. HIOTT, M.Div. (1968)
Registrar and Assistant to the Vice President and Dean of the College

SUE TODD, A.B. (1968)
Records Secretary

FRANCES HEAD, A.B. (1973)
Assistant Records Secretary

RACHEL MULLINAX, A.B. (1974)
Assistant Records Secretary

MARY WILLIAMS (1972)
Secretary to the Registrar

Library

JANE G. DEESE, A.M. (1945)

Head Librarian

SHIRLEY S. GREGORY, M.S. in L.S. (1972)

Reference Librarian

MICHAEL DODGE, A.M. (1973)

Technical Services Librarian

DOROTHY QUICK, B.S. (1970)

Circulation Librarian

JOSEPHINE CHAPMAN (1970)

Library Assistant

RUTH WILSON (1971)

*Library Assistant***Business and Finance****Business Office**

JOE BAKER, A.B. (1966)

Vice President for Business and Finance

CHARLES MAYNARD, JR. (1971)

Chief Accountant

VIRGINIA SCARBORO, A.A. (1961)

Administrative Secretary to the Vice President for Business and Finance

GLORIA CREECH (1971)

Payroll and Personnel Records Clerk

ANITA W. BERRY, A.B. (1971)

Secretary and Accounts Payable Clerk

MARIAM WILLIAMS (1973)

*Bookkeeper***Data Processing**

SAMUEL COLLINS (1973)

Director

GLORIA CHILCOAT (1972)

*Key Punch Operator***Equitation**

LUTHER M. HUGGINS, A.A. (1969)

*Director of Equitation***College Store**

DRU M. HINSLEY, A.B. (1953)

Manager

RUTH L. GOWER (1959)

Assistant

REBECCA TUCKER (1968)

*Assistant***Central Services**

BETTY SUE JOHNSON (1964)

Food Services

HOYT TAYLOR (1969)

*Manager***Building and Grounds**

HARRY SIMMONS (1949)

Superintendent

CAROLYN W. HOLLAND (1972)

Secretary

BERNICE THOMPSON (1973)

Carpenter

LON AVENT (1972)

*Electrician***Maintenance**

CONAN ALLEN

WILLIAM CRUMEL

WILLIAM FRENCH

ARCE JACKSON

JAMES JEFFRIES

ARTHUR JONES

WILLIE KING

JAMES McDONALD

GEORGE McFADDEN

JACK MIMS

JOHNNY PATTERSON

WILLIAM STEWART

EDDIE TURNER

Security

DANIEL G. SHATTUCK

Chief Security Officer

WILBERT W. ADAMS

WORTH N. BAILEY

HOWARD EVERETT

WILLIAM M. GRINER

ERASTUS B. LAWRENCE

DAVID McGHEE

EDWARD McDANIEL

H.C. ROSE

CLAUDE G. SUGG

FRANK W. WILBERAL

Switchboard

MAE ELLIS (1973)

Operator

Residence Halls

FRANCES E. THORNE (1961)
House Director

MARY W. LILES (1960)
Assistant House Director

ALMA MOBLEY (1972)
Laundry Supervisor

Housekeepers

THELMA AVERY
SALLY BECKWITH
MARY ELIZABETH BELL
LOUISE BOOKER
DORIS CLINTON
MARGIE DAVIS
NOVELLA DUNSTON
CHRISTINE FAISON
HAZEL FAISON
CURLIE FULLER
FRANCES GILLIS
ELIZABETH JUDA
PAULINE McCULLERS
NELLIE PENNINGTON
LIZZIE PIERCE
MABEL ROBINSON
MARTHA WARREN

Student Personnel**Office of the Dean of Students**

MARIE MASON, Ph.D. (1969)
Dean of Students

MARIE W. CAPEL, M.Ed. (1971)
Director of Placement and Career Planning

FRANCES M. VANDIVER, M.S. (1972)
Director of Student Activities

JOYCE D. WHITE, M.Ed. (1973)
Assistant Dean of Students

ELIZABETH WILSON, A.M. (1973)
Counselor

BETTY JEAN YEAGER, A.B. (1948)
Housing and Student Records

MABELEIGH COOPER (1970)
Resident Adviser

MARY DAVIS (1972)
Resident Adviser

ALVA JAMES, B.R.E. (1970)
Resident Adviser

LOIS RENFROW (1973)
Resident Adviser

ROSEMARIE COPPINS, M.Ed. (1973)
Assistant Director of Placement and Career Planning

JOY McKENZIE, A.B. (1973)
Secretary to the Director of Cooperative Education

Health Services

SIDNEY MARTIN, M.D. (1972)
College Physician

GRACE BROADWELL, R.N. (1972)
Nurse

MARIE MASON, R.N. (1969)
Nurse

Admissions**Admissions Office**

MARY BLAND JOSEY, M.Ed. (1953)
Director of Admissions

SUE E. KEARNEY, A.M. (1966)
Associate Director of Admissions

SHERA JACKSON, A.B. (1969)
Assistant Director of Admissions

ANGELA HANCHEY, B.M. (September, 1973-December, 1973)
Admissions Counselor

AUDREY GARDNER (1969)
Financial Aid Assistant

LUCILLE J. THATCHER, A.M. (1970)
Secretary to the Director of Admissions

JO ANN LANZI (1972)
Processing Secretary



Institutional Advancement

Office of Development

JOHN T. KANIPE, JR., M.Ed. (1968)

Vice President for Institutional Advancement

SUZANNE R. GREENWOOD, A.B. (1972)

Director of Foundation Relations

EVELYN P. DULANEY (1972)

Secretary to the Vice President for Institutional Advancement

MARGARET D. HATFIELD (1969)

Records Secretary

Estate Planning

PAUL E. HOLOMB, J.D. (1971)

Director of Estate Planning and Assistant to the Vice President for Institutional Advancement

SHARON R. HARDING (1972)

Secretary to the Director of Estate Planning and to the Director of Foundation Relations

Alumnae Office

CAROLYN C. ROBINSON, A.B. (1958)

Director of Alumnae Affairs

EVELYN R. POSEY (1962)

Assistant

DORIS T. WALL (1971)

Secretary

Information Services

W.L. NORTON, JR., A.B. (1970)

Director of Information Services

JACKIE MARSHALL (1971, 1973)

Secretary to the Director of Information Services

Cooperating Raleigh Colleges

AUSTIN CONNORS, Ed.D. (1971)

Director

ELLEN C. BROOKS, A.B. (1972)

Secretary

DEGREES CONFERRED IN 1973

Bachelor of Arts

Jacqueline Mooney Adams
Raleigh

Jane Lakie Frink Allen
Raleigh

Nancy Ryals Alvis
Fairfax, Va.

Jeanne Mangum Andrus
Raleigh

Elizabeth Drue Ankers, *Cum Laude*
McLean, Va.

Linda Sue Armentrout
Greensboro

Linda Rachel Armstrong
Wilmington

Lee Ellen Baker
Vero Beach, Fla.

Patricia Elizabeth Barber
Salisbury

Sara Kellam Barron, *Magna Cum Laude*
Newnan, Ga.

Phyllis Faye Barwick, *Cum Laude*
Seven Springs

Nancy Ann Bass
Greensboro

Patricia Anne Battle
Lincolnton

Carolyn Dianne Reavis Beal, *Summa Cum Laude*
Henderson

Beverly Rose Bickley
Dallas

Melissa Jay Bishop
Belhaven

Lynn Christian Boykin, *Cum Laude*
Raleigh

Joyce Satterfield Brannan
Raleigh

Jane Worth Brett
Raleigh

Margaret Patterson Bridges
Greensboro

Terri Leigh Brim
Winston-Salem

Annette Young Brittain, *Cum Laude*
Raleigh

DeLena Williams Bryan
Newton Grove

Julia Carmer Bryan, *Magna Cum Laude*
La Grange

Kimberly Ellrod Bryant, *Cum Laude*
Tarboro

Mary Jo Bundy
Mt. Olive

Jacquelyn Sue Burney
Rowland

Rebecca Goodin Burris
Lincolnton

Rebecca Elaine Carraway
Norfolk, Va.

Carolyn Howard Carter
Danville, Va.

Dorothy Johnson Carter
Raleigh

Frances Fay Carter, *Cum Laude*
Danville, Va.

Patricia Lynn Carter
Hobbsville

Brenda Sue Cauley
Dover

Linda Carol Cauley
Dover

Jennie Yuk-Lee Chen
Raleigh

Phoenix Yu Chun Chen
Taipei, Taiwan
Republic of China

Susan Burt Cherry, *Cum Laude*
Huntersville

Angela Clinton, *Cum Laude*
Burlington

Deborah Anderson Conyers
Louisburg

Claudia Ann Copeland
Wake Forest

Mary Anne Corey
Williamston

Lynne Dillard Craig
Bassett, Va.

Susan Pierce Dalton
Fair Bluff

Marcia Anne Dark
Siler City

Susan Annette Daughtridge
Rocky Mount

Carolyn Jo Davis, *Cum Laude*
Windsor

Alva Leigh Greene DeMent
Oxford

Susan Gale Dilday
Belhaven

Melanie Verlann Henderson Dohm
Wake Forest

Mary Howard Drake
Fayetteville

Gloria Ovelia Drew
Goldsboro

Deana Carol Duncan, *Cum Laude*
Dunn

Ginger Lynn Eades
Mt. Airy

Joanne Neely Eckert
Charleston, W. Va.

Gladys Evelyn Edwards
Goldsboro

Linda Carol Ehrlich
Greensboro

Sallie Mae Eure
Portsmouth, Va.

Jean Coghill Falkner
Henderson

Joan Lee Farinholt
Raleigh

Karen Elaine Farless, *Cum Laude*
Merry Hill

Kay Carpenter Finger, *Cum Laude*
Lincolnton

Mary Penn Fitzsimmons
Charlotte

Claudia Hayes Forester
Raleigh

Beverly Jane Fowler
Winston-Salem

Marilyn Fowler
Southern Pines

Connie Dian Frazier, *Cum Laude*
Nashville

Gloria Lee Fussell, *Cum Laude*
New Bern

Nan Hart Gardner
Plymouth

JoAnna Elizabeth Geffcken
Chesapeake, Va.

Anne Randolph Gilbert
Norfolk, Va.

Lucinda Giorgis
La Jolla, Calif.

Patricia Anne Glasgow
Rocky Mount

Janette Carol Goehring
Durham

Cathryn Beebe Goodman
Raleigh

Norma Vernon Gray
Charlotte

Betty Teresa Green
Spring Hope

Georgia Lynn Griffin
Louisburg

Judy Ann Yates Gunter, *Magna Cum Laude*
Holly Springs

Hope Fitchett Hall, II
Mocksville

Cynthia Capps Harper
Raleigh

Laura Jean Hawkins, *Cum Laude*
Raleigh

Michelle Rich Heath
Garland

Susan Grace Herring
Roseboro

Marie Louise Hollingsworth
Hockessin, Del.

Marcia Elaine Hollins
Hillsborough

Theresa Smith Hooks, *Magna Cum Laude*
Raleigh

Janis Ann Hooper
Guatemala, Guatemala C.A.

Deborah Lynn Hudson
Clinton

Gloria Frye Hunt, *Cum Laude*
Raleigh

Carolyn Louise Hutchinson
Greensboro

Dona Sue Isley, *Cum Laude*
Graham

Susan Annette Jackson
Franklinton

Vicky Diane Jenkins
Roanoke Rapids

Rebecca Ann Johns
Chesapeake, Va.

Connie Newton Johnson
Oak City

Judith Kay Johnson
Charleston, W. Va.

Mary Marvin Johnson, *Cum Laude*
Dunn

Rebecca Wayne Johnston
Raleigh

Arlinda Ann Jones
Whitakers

Mary Blanche Jones
Greenville

Rose Marie Jones, *Magna Cum Laude*
Wendell

Sally Gertrude Jordan
Danville, Va.

Gail Delaine Abee Justus
Wake Forest

Deborah Lee Lakin
Charlotte

Susan Elaine Lassiter
Candor

Marilyn Kearns Lawrence
Winston-Salem

Mary Glenn Lilly, *Cum Laude*
Oxford

Carol Anne Lindley
Lutherville, Md.

Patricia Mae Little
Elm City

Deborah Yates Lovejoy
Wilmington

Myra Gail Luton, *Cum Laude*
Elizabeth City

Josie Clarinda McBride
Concord

Wilma Frances McCracken, *Cum Laude*
Henderson

Marsha Cunningham McCutchen
Bishopville, S. C.

Karen Colleen McDaniel
Enfield

Janet Kathryn McNeill
Hope Mills

Carol Ann Maddox
Hopkinsville, Ky.

Deborah Ann Martin
Raleigh

Carol Medlin Matthews
Charlotte

Elaine Horton Matthews, *Magna Cum Laude*
Raleigh

Patricia Anne Matthews
Winston-Salem

Susan Neal Mayberry, *Cum Laude*
Winston-Salem

Ann Elizabeth Middleton, *Cum Laude*
Burlington

Ann Olivia Miller
Raleigh

Katherine McPherrin Morris
Newport News, Va.

Susan Irvine Morris
Charlotte

Rachel Smith Mullinax
Raleigh

Jeanne Tilley Nash
Asheboro

Alma Gwendolyn Noble, *Summa Cum Laude*
Greensboro

Debra June Nobles
Chadbourn

- Robin Leigh Noel
Severna Park, Md.
- Carolyn Highsmith Nooe
Pittsboro
- Conniesue Barfield Oldham, *Magna Cum Laude*
Cary
- Susanna Jean Plotz Olson
Raleigh
- Brenda Gregory O'Neal
Knightdale
- Sara Louise O'Neal
Durham
- Doris Elizabeth Owen
Buffalo Junction, Va.
- Vicki Cole Owen, *Cum Laude*
Fayetteville
- Gayle Williams Page, *Magna Cum Laude*
Raleigh
- Carol Sue Parks
Winston-Salem
- Debra Lee Pearce
Raleigh
- Jean Davenport Peterson, *Cum Laude*
Morehead City
- Elizabeth Hamilton Pickard
Randleman
- Mary Allen Pickett
Winston-Salem
- Patricia Lynn Pierce
Raleigh
- Anne Coleman Pittman
Rocky Mount
- Alice Ann Porter
Currie
- Sarah Harrison Powell
Richmond, Va.
- Cynthia Jane Ramsay
Brevard
- Brenda Ann Richardson
Fayetteville
- Rachel Ann Richardson
Decatur, Ga.
- Renee Cheryl Riggsbee, *Cum Laude*
Raleigh
- Pamela Rae Mitchell Riley
Lynchburg, Va.
- Rita Ritchie
Wilmington
- Laura Lynn Robinson, *Cum Laude*
Raleigh
- Laura Misenheimer Robinson
Raleigh
- Andrea Verena Rodler
New Bern
- Lou Ann Roebuck
Williamston
- Marywalker Havnaer Romanus
Raleigh
- Helen Treva Rouse
Rose Hill
- Paula Deloris Rowe
Elizabeth City
- Donna Marie Salem
Raleigh
- Janice Fay Sams, *Magna Cum Laude*
Winston-Salem
- Sharon Ann Schultz
Annandale, Va.
- M. Reid Watkins Scott
Clarksville, Va.
- Patricia Paschal Scott
Raleigh
- Mary Lou Weydell Sharkey
Albemarle
- Patricia Sue Shepherd
Durham
- Susan Claire Sherlock
Pittsburgh, Pa.
- Claudia Rosalind Sherman, *Cum Laude*
Martinsville
- Janet Walker Shoemaker
Salisbury
- Nancy Julian Simpson
Raleigh
- Susan Waldron Sink
Greensboro
- Katherine Hardison Sluder
Asheville

Judi Frances Johnson Smith
Moncure

Linda Poole Smith
Raleigh

Marianne Stackhouse
Mullins, S. C.

Barbara Ann O'Briant Stone
Durham

Deborah Anne Stone
Lumberton

Claire Ella Stroud
Raleigh

Mary Christine Such
Raleigh

Jeanne Rhee Sugg
Cary

Judith Ann Suich
Pfafftown

Elizabeth Thornton Sutton
Raleigh

Camille Blount Swindell
Raleigh

Mary Ann Tadlock
Monroe

Mary Wynona Talton
Clayton

Judy Faye Thompson
Scotland Neck

Lynne Ellen Thorsen
Chapel Hill

Lola Lee Towles
Roanoke Rapids

Mary Jo Towles, *Cum Laude*
Roanoke Rapids

Catherine Sherrill Turner
Winston-Salem

Dorothy Ann Vaden
Raleigh

Carolyn Van Hoy
Chase City, Va.

Elizabeth Godwin Walker
Raleigh

Deborah Karen Ward
Moynan, Pa.

Diane Nora Warren
Fayetteville

Betty Kay Mangum Watson
Raleigh

Linda DeLon Weeks, *Cum Laude*
Scotland Neck

Sally Diane Welling
Matthews

Carla Anne Whitaker, *Cum Laude*
Durham

Shirley Dolores Whitehurst
Hobgood

Mary Ann Harden Whitford
Plymouth

Elizabeth Tilghman Whitley
Hamlet

Judith Ann Wilbourne, *Cum Laude*
Sandston, Va.

Cathie Jane Greene Williams, *Magna Cum Laude*
Raleigh

Isabelle Brown Williams, *Cum Laude*
Goldsboro

Patricia Steele Wilson, *Cum Laude*
Mount Olive

Betty Gail Wise
Shelby

Ricki Lynn Wisenburg
Jamestown

Ann Katherine Withers
Kinston

Melanie Cordon Younce
Belhaven



Bachelor of Music

Donna Lynn Moore Arrington, *Cum Laude*
Raleigh

Christian Beeker Benschop
Four Oaks

Nancy Dianne Brewer
Kannapolis

Constance Jeanette Everhart Burleson
Raleigh

Betty Jane Coone
Clover, S. C.

Susan Elizabeth Derby
Goldsboro

Jeannie Tynes Edwards
Raleigh

Celia Bell Ferguson
Durham

Jane Renn Frazier, *Cum Laude*
Raleigh

Nanci Gray Gill
Columbus, Ohio

Agnes Bailey Goldston
Wake Forest

Angela Carole Hanchey
Rose Hill

Jacquelyn Hardy
Snow Hill

Fayette Maxine Jacobs, *Cum Laude*
Lynchburg, Va.

Amelia Faye Lennon Jordan
Raleigh

Dorothy Moore Hamrick Rawley
Raleigh

Linda Mauline Ross
McLean, Va.

Dorothy Louise Sink
Mt. Airy

Susan Eagle Waters
Garner

Marsha Paige Wilson
Weldon

Bachelor of Science

Margaret Gardner Brewbaker
Raleigh

Elizabeth Berry Credle Bueck
Goldsboro

Krista Ann Dedmon
Shelby

Linda Lee Goodrich, *Magna Cum Laude*
Richmond, Va.

Pamela Kay Hendrick, *Cum Laude*
Carthage

Teresa Kay Holt
Smithfield

Grace Jacqueline Dove Puckett
Raleigh

Debra Virginia Sugg, *Cum Laude*
Ayden

Judith Ann Walker
Goodlettsville, Tenn.

Gerald Diane Wall
Knightdale

Roxie Massengill Weeks
Goldsboro

Fannie Lamm Wilder
Cary

Suzanne Elaine Wilkerson
Lumberton



ENROLLMENT FOR 1973-74

Fall, 1973 Degree Candidates:

Bachelor of Arts and Bachelor of Music

Seniors	292
Juniors	307
Sophomores	337
Freshmen	338

Total Degree Candidates	1,274
-------------------------	-------

Special Students for credit	164
Special Students for non-credit	273

Total Enrollment, Fall, 1972	1,711
------------------------------	-------

Summer, 1973 Degree Candidates	112
Special Students	169

Total Summer Enrollment	281
-------------------------	-----

Degree Candidates

By States and Foreign Countries

California	1
Colorado	1
D.C.	1
Delaware	5
Florida	4
Georgia	7
Illinois	2
Kentucky	1
Maine	1
Maryland	13
Michigan	1
Missouri	1
New Jersey	7
New York	5
North Carolina	1,062
Ohio	2
Pennsylvania	4
South Carolina	41
Tennessee	5
Texas	2
Virginia	101
West Virginia	1
Wisconsin	1

U.S. Citizens Abroad

Bolivia	1
Rhodesia	1
Taiwan	1
Bangladesh	1

International Students

Thailand	1
----------	---

TOTAL

1,274 Students



BUILDINGS AND GROUNDS

JOHNSON HALL, named in memory of Livingston Johnson and located at the front center of the campus, is the administration building which houses reception rooms and all administrative offices except those of the Alumnae Association.

CARLYLE CAMPBELL LIBRARY is, as is every college library, the heart of academic life on the campus. This new air-conditioned building is named in honor of Meredith's fourth president, Carlyle Campbell, who served the college from 1939 to 1966. The building is equipped with ample study tables and carrels, space for eventual growth of the library's book collection (now 67,000) to 150,000 volumes, and facilities for the best that a college such as Meredith needs in educational services.

JOYNER HALL is a modern classroom building for non-scientific areas of study, offices for faculty, a small auditorium equipped with visual aids, sound-proof recording booths for language classes, art studios and a small art gallery, seminar rooms, a lounge, and a kitchenette. The building was named for James Yaddin Joyner, who served as a trustee for fifty-five years.

HUNTER HALL, named for Joseph Rufus Hunter, provides classrooms and laboratories for biology, business, chemistry, economics, home economics, mathematics, and physics. Also in Hunter Hall are offices and research laboratories for faculty, a science library, a photographic darkroom, and a reception room. An adjacent greenhouse is available for experimental purposes.

ELLEN BREWER HOUSE is a residence used by the Department of Home Economics. In small groups and under the guidance of an instructor, senior home economics majors gain actual experience in home management by living there. Named for Ellen Dozier Brewer, member of the faculty for fifty-seven years, the Ellen Brewer House offers all the modern facilities of a home-like residence, including four bedrooms and baths, a students' study, an office for the supervisor, a living room, dining room, family room, and kitchen.

JONES HALL, named in honor of Wesley Norwood Jones and his wife, Sallie Bailey Jones, houses a 1,030-seat auditorium—a place of many functions for the college community and for off-campus groups as well. Also located in the building is the Department of Music with its studio facilities, faculty offices, classrooms, a small assembly hall, practice rooms, a music library, a listening room, a recording studio, and an instrument storage room. Speech and drama classes are also conducted here.

COOPER ORGAN, Meredith's first concert organ, is located in the auditorium of Jones Hall. The organ is named in honor of Harry E. Cooper, former Department of Music chairman for over thirty years, and was installed in 1970. It is a three-manual, thirty-five-rank concert instrument with classic voicing, built by the Austin Organ Company. The organ is used for recitals, chapel services, teaching, and practice.

WEATHERSPOON PHYSICAL EDUCATION RECREATION BUILDING, dedicated in 1970, contains a gymnasium, classrooms, a modern dance studio, an in-





door swimming pool, and offices for the Department of Health, Physical Education, and Recreation. The building is named in honor of Walter Herbert Weatherspoon and James Raymond Weatherspoon.

VANN, STRINGFIELD, BREWER, FAIRCLOTH, POTEAT, HEILMAN, AND BAREFOOT RESIDENCE HALLS accommodate 140-170 students each. These multiple-story buildings follow the suite arrangements of two rooms and a bath for every four students; two students occupy a room. Telephones are available on each floor, and students may have them installed in their rooms. Pressing rooms, social rooms, study parlors, kitchenettes, and laundry facilities are conveniently located in the residence halls. The residence halls are named for Richard Tilman Vann; Oliver Larkin Stringfield; Charles Edward Brewer; William T. Faircloth; Ida Isabella Poteat; William Louis Poteat, and E. McNeill Poteat; E. Bruce Heilman; and Culbreth C. Barefoot, Kilty Barefoot, and their family; respectively.

BELK DINING HALL, large enough to accommodate the entire student body at one time, may be reached from most residence halls by covered breezeways. Air conditioning has been installed, and the building has been completely refurnished. Dedicated in 1970, Belk Dining Hall was named in honor of Carol Grotnes Belk.

DELIA DIXON CARROL INFIRMARY was named for Elizabeth Delia Dixon Carroll, college physician for thirty-four years. The facility has a nurse in residence and a doctor on call twenty-four hours a day for any medical needs that might arise. The infirmary is well-equipped, contains thirty-five beds, and is completely air-conditioned.

MAE GRIMMER ALUMNAE HOUSE includes offices of the Alumnae Association, as well as bedroom suites for guests of the College. There are also a reception room and a kitchen for social events. For thirty-six years Mae Grimmer was executive secretary of the Alumnae Association, and the house is named in her honor.

ELVA BRYAN McIVER AMPHITHEATER, with a seating capacity of 1,200, was completed in 1964. Located in an oak grove to the south of Jones Hall, the amphitheater overlooks a four and a half acre lake. An island stage separated from the amphitheater by a moat is complete with lighting and sound systems, making the theater ideally suited for outdoor performances and general college programs. Named for Elva Bryan McIver of Sanford, N. C., the amphitheater was made possible by a bequest from this friend of the College.

COLLEGE CENTER contains continuing education facilities, the student supply store, snack bar, student government offices, student publication offices, post office, lounges, and game rooms.

MASSEY HOUSE is the on-campus residence of the president. It is occasionally used to entertain students and other constituents of the College. The house is named in honor of Dr. and Mrs. Luther M. Massey in appreciation of their service to Meredith.

THE HUT, a log cabin near Meredith's lake, is now used as a coffee house at designated times.

MEREDITH COLLEGE STABLES accommodate approximately forty college-owned horses. Facilities are there for classroom sessions in equitation as well as for outdoor and indoor riding.

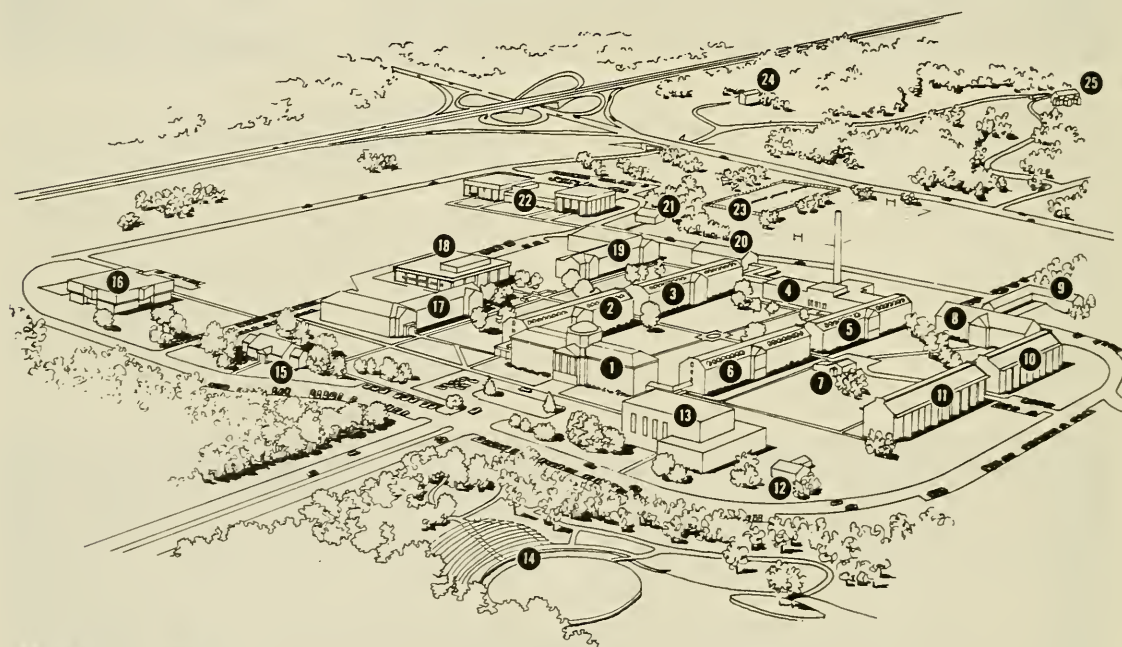
LOCATION

Located in central North Carolina, Raleigh, home of Meredith College, is a growing city of 135,000 people. The campus, however, is on the western outskirts of the city, and the 225 acres are unspoiled by commercial or residential development. Situated at the junction of two major highways—U.S. 1 and 64 and Interstate 40—there is easy access to other major cities. The Raleigh-Durham Airport, serving the major airlines, is just eight miles from the campus.

Raleigh is the center of an area known as the Research Triangle, composed of Raleigh, Durham, and Chapel Hill. Raleigh is also the home of the state's land grant un-

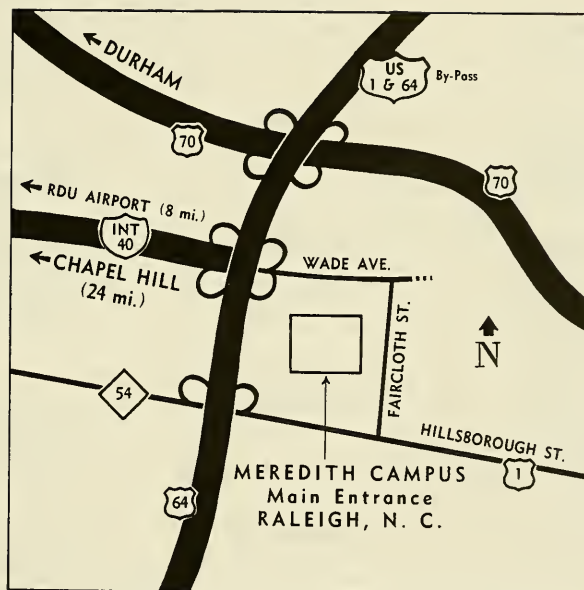
iversity, North Carolina State. Approximately twenty-five miles away is Chapel Hill, the site of the University of North Carolina. Duke University is seventeen miles away at Durham. Wake Forest University, another major North Carolina university, is two hours away in Winston-Salem.

The state is proud of its scenic beauty, and Raleigh is centrally located so that both the lovely mountain ranges of western North Carolina and the beaches of the eastern part of the state are only two to three hours away. For several years students have organized vacation groups to take advantage of skiing opportunities while others enjoy the beaches of coastal North Carolina.



**Meredith College
Campus Map**

- | | | |
|---|--|--|
| 1 Johnson Hall (administration) | 11 Heilman Residence Hall | 20 Delia Dixon Carroll Hall (infirmary) |
| 2 Vann Residence Hall | 12 The Hut | 21 Ellen Brewer House (home management) |
| 3 Stringfield Residence Hall | 13 Jones Hall (auditorium, music) | 22 Weatherspoon Physical Education-Recreation Building |
| 4 Belk Dining Hall | 14 Elva Bryan McIver Amphitheater | 23 Tennis Courts |
| 5 Faircloth Residence Hall | 15 Mae Grimmer Alumnae House | 24 Meredith Stables |
| 6 Brewer Residence Hall | 16 College and Continuing Education Center | 25 Massey House (president's residence) |
| 7 Temporary Art Studio (formerly Beehive) | 17 Joyner Hall (liberal arts) | |
| 8 Poteat Residence Hall | 18 Carlyle Campbell Library | |
| 9 Maintenance Shop | 19 Hunter Hall (science, home economics) | |
| 10 Barefoot Residence Hall | | |



By Auto

Easy access to the Meredith College campus is provided by Interstate 40 and U.S. 1 and 64 By-Pass. The campus is situated on the western-most side of Raleigh and is bounded on the north by Wade Avenue, on the east by Faircloth Street, on the south by Hillsborough Street, and on the west by U.S. 1 and 64 By-Pass. The campus front entrance faces Hillsborough Street, and appropriate highway markings are placed to guide the visitor to the campus.

ACADEMIC CALENDER 1974-75

Fall Semester, 1974

Faculty Workshop	August	21-22	(Wednesday - Thursday)
Arrival of all new students		23	(Friday)
Registration		27 - 28	(Tuesday - Wednesday)
First class day		29	(Thursday)
Last day to add a class	September	4	(Wednesday)
Last day to drop a class with a W grade		25	(Wednesday)
Autumn recess begins 5:00 p.m.	October	17	(Thursday)
Classes resume 8:00 a.m.		21	(Monday)
Mid term reports due		21	(Monday)
Preregistration conferences	November	4-23	
Election Day Recess	November	5	(Tuesday)
Sign class rolls		23	(Saturday)
Thanksgiving recess begins 1:00 p.m.		27	(Wednesday)
Classes resume at 8:00 a. m.	December	2	(Monday)
Last class day		13	(Friday)
Examinations		14, 16-20	(Saturday, Monday-Friday)

Spring Semester, 1975

Registration	January	15	(Wednesday)
First class day		16	(Thursday)
Last day to add a class		22	(Wednesday)
Last day to file for 1975 graduation		31	(Friday)
Last day to drop a class with a W grade	February	12	(Wednesday)
Founders' Day		28	(Friday)
Mid-term reports due	March	7	(Friday)
Spring recess begins at 5:00 p.m.		7	(Friday)
Classes resume at 8:00 a.m.		17	(Monday)
Preregistration conference	March	24-April 12	
Easter recess begins at 5:00 p.m.	March	27	(Thursday)
Classes resume at 8:00 a.m.	April	1	(Tuesday)
Sign class rolls		12	(Saturday)
Last class day	May	9	(Friday)
Examinations		12-17	(Monday-Saturday)
Commencement		18	(Sunday)

CORRESPONDENCE AND VISITS

The mailing address of the College is Raleigh, North Carolina, 27611, and the college telephone number is (919) 833-6461. Inquiries are welcomed. The College will answer questions by correspondence or by arranging visits through the Office of Admissions.

Dean of the College	<i>educational programs, summer school</i>
Dean of Students	<i>student interests, housing matters</i>
Director of Alumnae Affairs	<i>alumnae matters</i>
Office of Admission	<i>admissions, catalogue requests, student employment, financial aid</i>
Office of Continuing Education	<i>community educational services</i>
Office of Development	<i>Parents' Association</i>
Office of Information Services	<i>news items</i>
Placement and Vocational Guidance	<i>graduate employment, vocational testing</i>
Registrar	<i>academic records, student reports, transcripts</i>
Vice President for Business and Finance	<i>expenses</i>

INDEX

- Academic enrichment, 16-7
- Academic opportunities, 14-6
- Academic recognition, 17, 72-3
- Accreditation, 12
- Administration, 119-22
 - Correspondence Directory, 136
- Admission, 25-35
 - Adult students, 28-9
 - Advanced placement, 30, 65
 - Advanced standing, 31-2
 - Application procedure, 26, 29-35
 - Early Decision, 29
 - Former students, 33
 - Freshmen, 26-30
 - Health record, 27
 - International students, 33
 - Part-time students, 34
 - Special students, 34
- Advanced placement, 30, 65
- Advisers, academic, 23, 65
- Alumnae Association, 111
- American University, 17, 65
- Art courses, 76-7
- Associates, 108-10
- Attendance at classes, 68-9
- Auditing, 65-6
- Baptist Female University, 11
- Biology courses, 78-9
- Buildings and grounds, 130-1
- Business administration, 14, 55, 58, 79
- Business and economics courses, 79-81
- Calendar for 1974-75, 134-5
- Chemistry and physics courses, 81-2
- Clubs, 20
- College Center, 21, 131
- College Center Association, 18
- Community activities, 12-3
- Concerts, 18, 97
- Continuing Education, 15, 64
- Convocation, 15, 64
- Cooperating Raleigh Colleges, 15, 64
- Cooperative Education, 64
- Correspondence, 136
- Correspondence credit, 67
- Counseling, 23, 65
 - Academic, 23, 65
 - Personal, 23
 - Vocational, 23
- Courses of study, 75-105
- Cultural activities, 17-8, 97
- Dean's List, 17, 72
- Degrees, 14, 55-7, 58
 - Bachelor of Arts and
 - Bachelor of Science, 56-7, 58
 - Bachelor of Music, 57, 58, 96
 - Second baccalaureate degree, 57
- Degrees conferred in 1973, 123-8
- Degree with distinction, 17, 72-3
- Drama, 18
 - Meredith Playhouse, 18
- Drew University, 16, 65
- Drop-add period, 69
- Early decision plan, 29
- Economic courses, 80-1
- Education courses, 82-4
- Eligibility list, 72
- Equitation, 21, 38, 89
 - Fees, 38
 - Courses, 89
- English and speech courses, 84-5
- Enrollment for 1973-74, 129
- Faculty, 112-8
 - Faculty Emeriti, 118
 - Part-time faculty, 116-7
- Fees, 37-40
 - Course fees, 37-8
 - Payment dates, 39
 - Special fees, 39

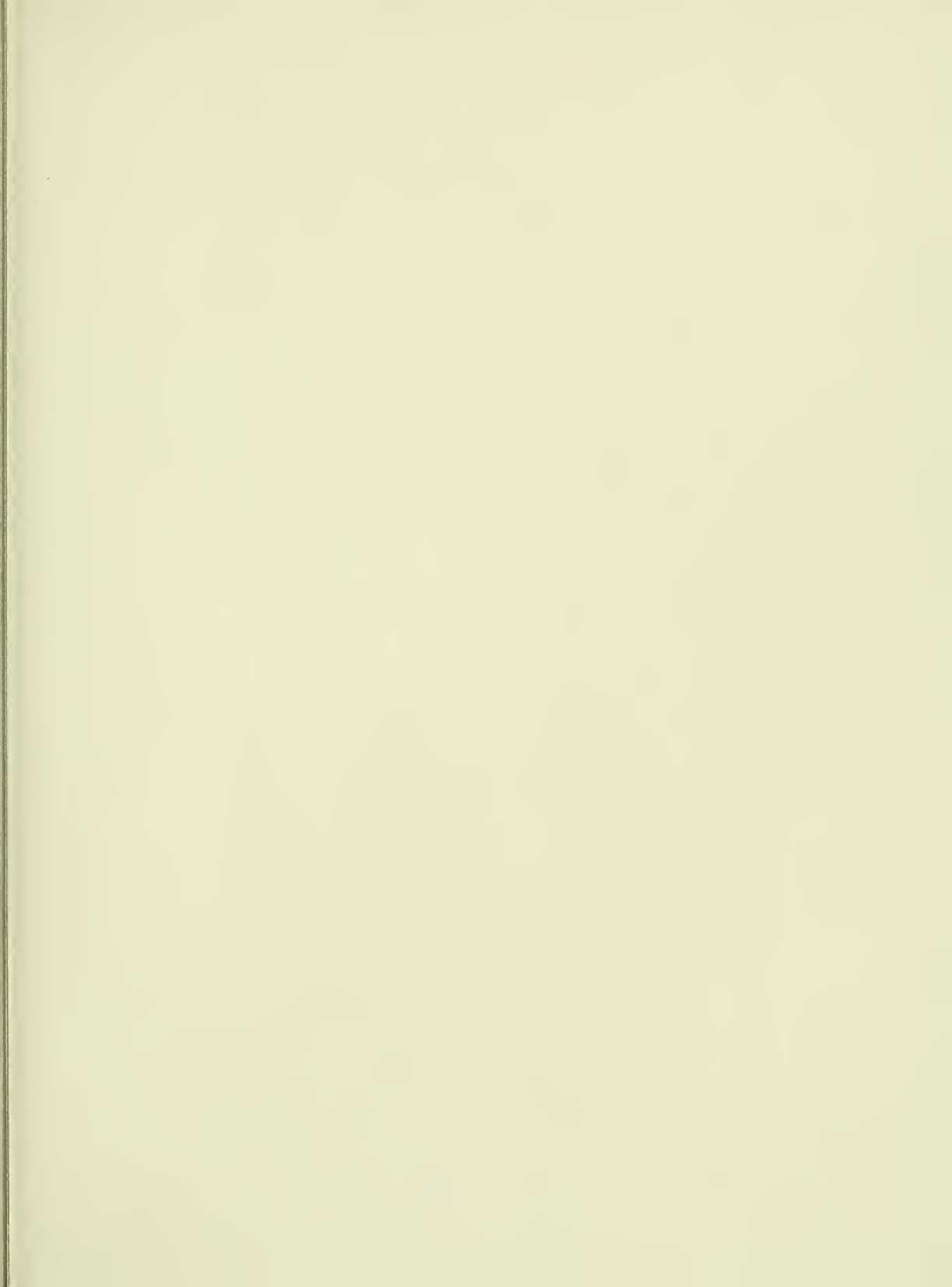
- Tuition, 37
- Filing for graduation, 73
- Financial aid, 40-53
 - Application, 49-50
 - Awards, 46-7
 - Campus employment, 47-8
 - Competitive scholarships, 41-4
 - Early decision plan, 49-50
 - Federal assistance, 48-9
 - Grants-in-aid, 44
 - Guaranteed Loan Program, 48-9
 - Loan funds, 46
 - Notification of award, 51
 - Philosophy, 40
 - Renewal of aid, 41
 - Scholarships, 41-53
 - Teachers' scholarships, 50
- Foreign languages, 86-8
- French courses, 86-7
- Freshman Colloquim, 76
- Freshmen, 26-8, 34-5
 - Admission, 26-8
 - Orientation, 34-5
- Geography courses, 105
- German courses, 87
- Grading system, 69-70
- Graduate Record Examination, 73
- Harris, Julia Hamlet Scholarships, 41-2
- Health care, 22
- Health, physical education, and recreation courses, 88-90
- History and political science courses, 90-2
- History of the College, 4-5, 11
- Home economic courses, 92-3
- Honor system, 19
- Honors programs, 17, 72-3
 - Dean's List, 17, 72
 - Degree with distinction, 72
 - Kappa Nu Sigma, 16
 - Sigma Alpha Iota, 16
- Intercollegiate sports, 22
- International students, 33
- Interviews, 28
- Intramural sports, 22
- Latin courses, 82
- Load restrictions, 68
- Location, 132-3
- Majors, 14, 59
- Maps of campus, 132, 133
- Mathematics courses, 93-5
- Meredith, Thomas, 5, 11
- Music courses, 95-100
- Music education, 62-3, 96
- Music, performance groups, 18
- Music, preparatory division, 16
- Music scholarships, 42
- Non-resident students, fees, 37
- Orchestral instruments courses, 100
- Organ courses, 100
- Orientation, 34
- Overview, 11-23
- Part-time students, 34
- Pass-fail option, 70
- Payment programs, 40
- Philosophy courses, 103
- Physical education courses, 89-90
- Physics courses, 82
- Piano courses, 99
- Political science courses, 92
- Preparatory Division of Music, 16
- President's introduction, 4-5
- Presidents, List of, 11
- Provisional credit, 66-7
- Psychology courses, 101
- Purpose, 5, 12
- Quality-point ratio, 71
- Re-admission of former students, 33
- Recitals, 91

Recreation, 21-2
 Regional Baptist Scholarships, 42-4
 Regulations, 18, 65-73
 Academic, 65-73
 Social, 18
 Religion and philosophy courses, 102-3
 Religious life, 20-1
 College minister, 21
 Lectures in Religion, 21
 Meredith Christian Association, 21
 Religious Emphasis Week, 21
 Repetition of courses, 71
 Required courses, 56-7
 Residence, 22
 Residence credit requirements, 66
 Scholarships, 39-51
 Julia Hamlet Harris Scholarships, 39
 Merit scholarships, 39
 Music Talent Scholarships, 40
 Second baccalaureate, 57
 Silver Shield, 20
 Social activities, 17
 Social welfare, 15, 57-59, 103
 Societies, 20
 Sociology and geography courses, 103-5
 Spanish courses, 87-8
 Special credit regulations, 65
 Special students, 34
 Special Studies, 15, 16, 64, 76
 Speech and theater courses, 85
 Student government, 18, 19
Student Handbook, 19, 72
 Student organizations, 20
 Student publications, 20
 Study Abroad, 16
 Summer courses 30-31, 35, 65
 Summer scholars, 30-31
 Summer session, 35, 65
 Teacher education, 14, 59-63, 82

Terms of payment, 39
 Transfer students, 31-32
 Trustees, 107-8
 Executive committee, 108
 Officers, 107
 Tuition, 37
 United Nations, Study at Drew
 University, 16, 65
 Upward Bound, 16
 Violin courses, 100
 Visits, 136
 Voice courses, 100
 Volunteer projects, 12, 13
 Washington Semester, 16, 65
 Weatherspoon Gymnasium, 21, 130-1
 Withdrawal, 69, 73









meredith college

MARCH, 1975





meredith college

CATALOGUE ISSUE 1975~76



the many
sides of
meredith





In 1835, an anonymous member of the Baptist State Convention of North Carolina proposed that a committee "consider the establishment of a female seminary of high order." Arguing that the women of North Carolina deserved better fare than the needlepoint and embroidery curricula of the private academies, Thomas Meredith sparked the movement which gained momentum during the years immediately following. Discussion centering on the need to provide the educational opportunities that men enjoyed for women and on the feasibility of getting sufficient support for the venture was a part of the next fifty-six conventions. Out of these debates Meredith College was born.

Meredith is proud of her history as a church-related liberal arts college for women, especially in these days when traditional roles of women are changing. As it is proud of its history, so the College is proud that it is also responsive to needs for change. For instance Meredith has implemented curricular changes in recent years which have made the academic program more flexible, more adaptable to students' individual interests. Meredith's heritage and responsiveness to students' needs have always worked to produce a program which is concerned with the development of the whole individual.

One way in which Meredith seeks to develop the whole individual is through a faculty devoted to teaching undergraduates. Such devotion provides students more individual attention than is available at institutions less committed to the teaching of undergraduates. Another way Meredith works to develop the total student is suggested in the College's statement of purpose: "... to develop in its students the Christian attitude toward the whole of life . . ."

None of Meredith's features described in the preceding paragraphs adequately account for the College's success as a high quality liberal arts institution. Rather, it is the combination of many features that makes Meredith not only an excellent place to prepare women for leadership, but also a special place which has earned the deep loyalty of its graduates. The devotion of the 7,800 alumnae who have profited from the Meredith experience is dramatic testimony to the foresight of Thomas Meredith and to the wisdom of the men and women following him who share his ideals.

John Edgar Weems, President









By taking an active part in student government, campus publications, and Meredith or community projects, students discover many opportunities for participation and leadership. Working with children at a day care center as Donna Thomas does is but one example of student involvement that leads to personal fulfillment and growth.

Meredith College: An Overview

The rich heritage enjoyed by the Meredith student of today began in 1835 when, at a session of the Baptist State Convention, the idea of a new college was conceived. Thomas Meredith, founder and editor of the *Biblical Recorder*, was named to chair the 1835 committee and was a member of subsequent ones that kept the concept alive. In 1838 he urged his fellow Baptists to institute a "school (to) be modeled and conducted on strictly religious principles; but that it should be, so far as possible, free from sectarian influences." Baptist Female University was founded in 1891, the year in which it was chartered by the state legislature. By 1899 it had matured sufficiently to accept students. Ten years later it was given the name Meredith College in honor of that leader whose persistence helped make it a reality. Its campus, then located near North Carolina's capitol, was moved to its present west Raleigh home in 1926. The College has grown from the single building in downtown Raleigh that was once Baptist Female University to a 225-acre campus with a library, classroom buildings, seven residence halls, administration building, gymnasium, college center, auditorium, and other physical facilities that in design and function reflect the best of the founders' ideas.

Meredith's seven presidents have been James Carter Blasingame, 1899-1900; Richard Tilman Vann, 1900-1915; Charles Edward Brewer, 1915-1939; Carlyle Campbell, 1939-1966; Earl Bruce Heilman, 1966-1971; Craven Allen Burris (Acting), September-December, 1971; and John Edgar Weems, January, 1972-present.

ACCREDITATION

Meredith College is a member of the Southern Association of Colleges and Schools, the Association of American Colleges, and the National Association of Schools of Music. The College has been a constituent member of the Council on Social Work Education and is currently seeking accreditation by the Council. Graduates of Meredith are eligible for membership in the American Association of University Women.

PURPOSE

The combination of Meredith's location, history, objectives, and students has produced a learning experience which justifies the design of the College. Meredith is a women's college of high quality in the liberal arts — a college in which the Christian perspective is the integrative principle of all that comprises the college program. The following statement of purpose reflects these ideas: The purpose of Meredith College is to develop in its students the Christian attitude toward the whole of life and to prepare them for intelligent citizenship, professions and vocations, professional education, graduate study, and homemaking. Its intention is to provide not only thorough instruction, but also culture made perfect through the religion of Jesus Christ. These ideals of academic integrity and religious influence have always been cherished at Meredith.

THE FACULTY

The faculty at Meredith constitutes the fulcrum around which the College functions as an institution of learning. Teaching is the primary task of the College, and faculty members are essentially teachers. They also study; they encourage learning; they advise



students; they engage in research; they publish and exhibit their work; they perform; they work on committees and help establish the academic policies of the College; they work in the Raleigh community and in its churches. The Christian tradition constitutes the essential perspective within which the faculty seeks to provide a liberating educational experience through which each student moves toward the realization of herself as fully human. More than 50 per cent of the faculty have earned the doctorate. Advanced degrees earned by the faculty represent approximately 45 graduate schools.

A number of the faculty have received study grants such as Fulbright, Danforth, National Endowment for the Humanities, and the National Science Foundation.

THE STUDENTS

To provide the most stimulating academic environment possible, Meredith College seeks a diverse student body. The approximately 1,350 students come from numerous states, especially North Carolina and others along the East Coast, and several foreign countries; from all races; from public and private schools; and from various denominations and faiths. Each an individual with her own interests, most students take seriously their studies and academic performance. Most students also find time to participate in campus activities and to enjoy the many opportunities of the Raleigh area.

Living in Raleigh, a city of more than 100,000 people, Meredith students are in no way isolated. While appreciating the quiet beauty of the rambling campus, they have seen that Meredith is involved in the life of Raleigh—and that the Raleigh community takes advantage of Meredith potential. For instance, Meredith students have worked on a project designed to save a local neighborhood from becoming a victim to inner city decay. Meredith students have become involved in the operations of state government, in the schools of Raleigh and Wake County as student teachers, in the local churches, and in social and state agencies such as Archives and History, Governor Morehead School, and Dorothea Dix Hospital. Thus, a variety of activities—many of which carry academic credit—takes the students into the city where they may be involved in programs with the more than 20,000 students enrolled in the colleges and universities of Raleigh.

Meredith attributes the desire its students have in involving the College in the greater community to the personal qualities of the student it attracts. Opportunities for leadership cut across racial, ethnic, religious, social, cultural, and geographic backgrounds of the students. As each qualified student is welcomed to the Meredith com-

munity, so each student is offered opportunities to develop her leadership potential. In fact, one of the primary reasons Meredith remains a college for women is that here women with leadership ability may develop those talents which might otherwise have gone unrealized. However, since the College recognizes the truth in the cliché that not everyone can be a leader, Meredith endeavors also to attract students who are interested enough in the academic community and the community-at-large to become actively involved in any number of roles. Both Meredith and Raleigh benefit from this activity. Regardless of her particular interests, a student will find the environment at Meredith invigorating.

THE SCHEDULE

A traditional two-semester fall/spring schedule is followed each year, and the summer term consists of three three-week sessions. See the academic calendar on pages 136 and 137 for further details.

ACADEMIC OPPORTUNITIES

Meredith College offers a curriculum designed to assist the student in seeking a comprehensive understanding of herself and her world. Concern for the human experience is expressed through an intensive examination of the great body of knowledge available within the traditional academic disciplines and through active participation in the life of the local and wider communities. Each student participates in the study of a broad distribution of human culture and also in a more concentrated study of a major field.

Degree Programs

Meredith confers three degrees: Bachelor of Arts, Bachelor of Science, and Bachelor of Music. Majors for a Bachelor of Arts are chosen from American civilization, art, biology, chemistry, economics, English, French, history, home economics, Latin, mathematics, music, non-western civilizations, psychology, religion, sociology, and Spanish. Students receiving the Bachelor of Science degree choose majors in biology, business administration, chemistry, home economics, or mathematics. Majors in music education or applied music are available to students in the Bachelor of Music degree program.

Career Direction

Commencement offers new sets of opportunities each year for Meredith graduates as they, with few exceptions, enter the labor force or continue academic studies. The full spectrum of employment opportunities now available to women has created greater interest in the business world, and the College offers career direction for Bachelor's degree graduates as well as for those who will seek higher degrees.



Pre-Professional Studies

Sequences of courses are available and can be established through the guidance of qualified advisers. Pre-professional areas include medicine, dentistry, veterinary science, law, theology, library science, special education, social work, journalism, and others.

Teacher Education

Teacher education constitutes a particularly significant portion of the academic program. All departments, individually and through the Teacher Education Committee, contribute to the planning of the program and along with the Department of Education accept responsibility for joint supervision of the student teaching experience. By combining professional requirements of the North Carolina Department of Public Instruction with the college requirements for a sound foundation in the arts, sciences, and humanities as well as a subject major, the College seeks to develop a stimulating teacher whose intellectual needs and abilities continue to be developed and met both inside and outside the classroom. With the aim of insuring that all strengths of the College contribute to the success of teacher education, a major field apart from teacher education is required. Another major objective of the teacher education program is to prepare Meredith students to be effective educators in racially-integrated classrooms.

In these several ways, Meredith seeks to provide for the future teacher many Christian, intercultural experiences which will result in racially-integrated learning, social concern, and professional growth.

Social Welfare

The program in Social Welfare offers a sequence of courses leading to beginning competency in social work practice. For details interested students should consult the Department of Sociology. See page 59.

Continuing Education

The Continuing Education program is designed for adult women who wish to resume study after an interruption in their formal education. A woman may re-enter the educational process either through special admission to regular credit courses (see page 36 for admission procedure) or in enrichment courses offered by the College. A brochure listing current enrichment courses is available each semester.

Preparatory Division of Music

Through an expanding community service program, the College is now offering music instruction to over 150 children and adults in the community. The Department of Music gives instruction in many types of applied music as well as in music theory.

ACADEMIC ENRICHMENT

In an effort to expand and enrich the curriculum, Meredith has incorporated into its program several features which take students far from the campus. These features have broadened the campus and are open to competent students who feel that such off-campus study would enhance their individual programs.

Special Studies

The Special Studies program described on page 76 is another provision for innovative study. Available in all departments at the initiative of either student or faculty, Special Studies includes independent studies, directed individual studies, community internships, and group studies.



Cooperating Raleigh Colleges

Meredith, Peace, St. Augustine's and St. Mary's Colleges, North Carolina State and Shaw Universities formed a consortium in 1968 in order to provide their collective educational resources to students at each of the six institutions. Students at each of the institutions may take courses at any of the other five. Under the conditions prescribed on page 65, Meredith students may take courses for credit and use the facilities on all campuses. No additional fees are charged for this option.

Meredith Abroad

Students at Meredith have available to them several options for study in foreign countries. Foremost among these options is the college-wide Meredith Abroad program. Each summer (later to be available during regular terms) the College offers a course of study in a selected foreign country whereby a student may earn a full semester's credit at approximately the same cost as on campus. Regular members of the college faculty form the core of the teaching staff with occasional utilization of foreign teachers. Other options are available as follows: departmentally-sponsored programs; summer study at Oxford University in cooperation with the University of North Carolina; individual participation in programs at other institutions; and individual travel as described in the Special Studies options on page 76.

Drew University

Through an arrangement with Drew University in Madison, New Jersey, Meredith students may participate in a semester of study on the United Nations or in London on British politics and history. The program is open especially to qualified juniors who may receive credit for as much as twelve semester hours. The program on the United Nations consists of seminars led by members of various delegations of the United Nations, courses on the Drew University campus, and an intensive research project. The London Seminar, under the auspices of Drew, offers a semester of study in London at a British University.

American University

Through an arrangement with American University of Washington, D.C., Meredith students may participate in its Washington Semester, which introduces students from all over the nation to a first-hand study of American politics. The program is open especially to qualified juniors or seniors.

Cooperative Education

In order to offer its students opportunities to explore their career interests, Meredith is experimenting with Cooperative Education, an

option whereby students may alternate full-time work and study experiences.

Convocation

A period is reserved for convocation, worship, and assemblies each Monday, Wednesday, and Friday. Convocations for the entire Meredith Community are held once each month. As an integral part of community life, convocation seeks to offer a forum of ideas, presented in and through lectures, concerts, addresses, films, and dramatic productions, to stimulate and add to the community's spiritual, intellectual, cultural, and social dialogue. Convocation is then a part of the academic program. Consequently, all students are expected to attend.

ACADEMIC RECOGNITION

Honors are bestowed in various ways by Meredith in recognition of outstanding academic achievement. Kappa Nu Sigma, founded at Meredith in 1923, has as its aim the promotion of scholarship at Meredith by recognizing academic excellence. Admitted on the basis of scholastic standing, students may become associate members during their junior years; full members, their senior years. Sigma Alpha Iota is a national music society for women which also acknowledges academic achievement. Granting awards to outstanding student musicians, Sigma Alpha Iota is comprised of music majors and candidates for the Bachelor of Music degree who meet the scholastic requirements and have the approval of the music faculty. The Dean's List and a degree with distinction also have the purpose of recognizing academic achievement. A degree of Bachelor of Arts, Bachelor of Science, or Bachelor of Music with Distinction is conferred upon a student under the conditions described on page 72.

CULTURAL AND SOCIAL ACTIVITIES

Believing the cultural and social aspect of the campus to be crucial to the total development of the student, Meredith College incorporates a variety of events into the college calendar. The purpose of the Cultural Affairs Committee is to bring outstanding artists, lecturers, and performers to Meredith to enhance the College's program. Meredith students have heard Margaret Mead, eminent anthropologist, speak on a variety of subjects and Maynard Mack, Yale professor, speak on Shakespeare. Musicians such as George Riabikoff, European pianist, and David Craighead, a foremost organist, have performed in Meredith's Jones Hall. A three-day symposium on women in politics featured Mrs. Shirley Chisholm. Another event brought Danforth Visiting Lecturer Frank J. McEwen to the campus to speak on African art. Religious convocations have

been led by such notables as Dr. Elton Trueblood who spoke on "The Future of the Christian Faith." Also, touring companies such as the Pacific Repertory Company and the North Carolina Symphony Chamber Players have delighted Meredith audiences. In addition to Meredith's efforts to attract renowned people, the city of Raleigh, through a variety of cultural societies, brings talent to the area.

Meredith students themselves also perform in the Raleigh area and on tours. Four groups directed by the music faculty—the Meredith Chorus, the Renaissance Singers, the Meredith Chorale, and the Meredith Ensemble—appear in concert regularly throughout the college year. The Meredith Playhouse is comprised of students with interests in dramatics. Providing opportunities to appear in plays and to acquire practical experience in play production, the Meredith Playhouse stages several dramas throughout the year, such as Tennessee Williams' *The Glass Menagerie* and Enid Bagnold's *Chalk Garden*. An annual fall musical encourages the students to combine their musical and dramatic abilities by trying out for roles in favorites such as Rodgers and Hammerstein's *The Sound of Music* and *Carousel*. The fall 1974 presentation was the new musical, *Applause*.



Several on-campus social activities of the students are coordinated through the efforts of the College Center Association, which works to see that the newly-constructed Cate Center hosts interesting programs. A number of the College's activities sponsored by various student organizations are part of the Meredith tradition. Through the hilarity of "Cornhuskin' " and through the dignity of formal occasions such as the Christmas dinner, campus traditions help foster a spirit of community. Furthermore, Meredith's proximity to other colleges, not only in Raleigh but also in Chapel Hill, Durham, Greensboro, and Winston-Salem, offers a host of social activities.

STUDENT RESPONSIBILITY

The faith that Meredith College places in her students as responsible, contributing members of the college community dates back to the first years of the institution. The establishment of a student government association in 1905 is early evidence of this confidence, and the more recent trend to allow more academic and extracurricular matters to be directed by the students' sense of responsibility further reflects this attitude. While there are some policies that the College must make explicit, students largely accept responsibility for student government and student life affairs and for the success of campus organizations and activities. In addition, they contribute to overall policy decisions, as they have voting representation on nearly all college committees.

Honor System

The Honor System is the clearest example of student responsibility. Founded upon the premise that dishonesty of any nature has no place at Meredith, the system demands personal integrity of each student. The Honor System, through the spirit of community it engenders, encourages the freedom and trust essential to intellectual growth and maturity.

Its operation entrusted to the student body, the Honor System depends on each student's belief in the principles underlying the system and on her insistence that it work. Each student is personally responsible for her own conduct and for her obligations to the community. If a student breaks a regulation, she is expected to keep faith with her fellow students by reporting herself to student leaders. If she is aware of a violation by another student, she should call this matter to the attention of that student as a violation of responsibility to the community.



STUDENT GOVERNMENT ASSOCIATION

All students are responsible for the self-governing operations of Meredith under the Honor System. Therefore, all students are members of the Student Government Association, which meets bi-monthly on Fridays. The ultimate purpose of the association being to promote individual responsibility to the Honor System, the Student Government Association also seeks to involve all students in the academic and social life of the College.

The leadership of the Student Government Association is composed of four elected groups—the Elections, Interdormitory, Legislative, and Judicial Boards. An executive committee is composed of the student government president and representatives from each board.

Through the Student Government Association, students make their own regulations pertaining to student life. In keeping with the spirit of the community that is Meredith, a college committee, composed of faculty and students, confers with SGA on major matters of student concern. Regulations deemed necessary for the well-being of the student are explained in the *Student Handbook*. This publication is sent to all entering students in the summer prior to matriculation in August.

STUDENT ORGANIZATIONS

Students are responsible for the effectiveness of the many organizations on campus. For example, the three college publications are directed by students elected as editors. Responsible for maintaining a good system of communication and for providing opportunities for students to voice their opinions, the student newspaper, *The Twig*, is issued weekly. *The Acorn*, the campus literary journal,

encourages creativity among the students and is published two or three times during the year. The college yearbook is entitled *Oak Leaves*.

Student-directed clubs are another means of enriching the Meredith program. Growing out of academic and other types of activities, these organizations encourage students to pursue their various interests. The clubs include the following: Barber Science Club, Black Voices in Unity, Canaday Mathematics Club, Elizabeth Avery Colton English Club, Freeman Religion Club, French Club, Granddaughters' Club, Honorary Mathematics Club, Home Economics Club, Hoof Print Club, International Relations Club, La Tertulia Spanish Club, Tomorrow's Business Woman, Tyner Student N.E.A., Young Democrats Club, and Young Republicans Club.

Societies

Two societies on the Meredith campus exist as voluntary service and social organizations. Originated as literary societies, Astrotekton and Philaretian now work with agencies such as the Governor Morehead School and the Cerebral Palsy and Rehabilitation Center as well as with the coordination of social activities on the campus. At their regular meetings, the societies organize a variety of student projects and activities.

Silver Shield

Organized in 1935, Silver Shield is an honorary leadership society. Members are selected on the criteria of Christian character, constructive leadership, service to the College, and academic achievement. Chosen from the junior and senior classes, members are inducted at a public ceremony.

RELIGIOUS LIFE

Meredith College seeks to reinforce the students' development both intellectually and spiritually. Therefore, the religious life of the College is crucial to its overall program.

Several services are sponsored by the College to affirm the value it places on the religious dimensions of the students' lives. One such service is provided by a full-time college minister who offers counsel to the students. In addition, regular worship services are integral to the college program. Because Meredith is small enough for its constituency to gather at one time, these worship services contribute to the spirit of community. The period from 10:00 to 11:00 a.m. on Wednesdays is reserved for voluntary worship services. Another activity important to the religious life of the community is Religious



Emphasis Week. During this week, religious leaders from outside the college community are invited to discuss with the students matters of spiritual significance.

The religious activities of the students are under the general direction of the Meredith Christian Association. The association seeks representatives of all faiths and denominations to serve on its council. Also comprising the council are the chairmen of various volunteer service projects. On occasion, MCA sponsors study groups, vespers, and other worship services as well as its annual coordination of Religious Emphasis Week. The Meredith Christian Association also includes in its program social activities to which students from neighboring colleges are invited.

RECREATION

An organization called the Meredith Recreation Association sees that a variety of recreational activities is available for the students. Opened in 1970, the Weatherspoon Physical Education-Recreation Building provides excellent facilities for curricular and extra-curricular sports activities. With plenty of court space for games such as basketball, volleyball, and badminton, the Weatherspoon gymnasium also has an indoor swimming pool. There are six tennis courts in excellent condition, and the College also has areas designated for archery and softball. Nearby golf courses and ranges are often used by the students. In addition, ping pong and pool tables are set up in



the College Center. Equitation is a popular feature of the physical education program with instruction available on levels ranging from beginners to advanced. Students who wish to board horses may inquire through the business office. Intramural activities provide a variety of sports events for students who wish to participate. The Meredith Recreation Association and other organizations coordinate these events.

Intercollegiate sports are also available for Meredith students. Competing primarily with colleges and universities in Raleigh, Chapel Hill, and Durham, students and faculty have organized teams in tennis, basketball, swimming, and other sports.

RESIDENCE

Meredith students may choose to live on campus or to reside with their parents, spouses, or other close relatives. Residence halls are available for on-campus housing. Several of the residence halls are new, and the other buildings have been recently renovated. Attractive and comfortable, the rooms are arranged in suites of two with adjoining baths. All of the newer residence halls are air-conditioned and completely carpeted. Each student receives from the College a limited amount of weekly laundry service.

HEALTH CARE

The infirmary is under the direction of two graduate nurses and the college physician. It is maintained not only for care of the sick but also for teaching good health habits. Three daily office hours are observed by the nurses, and emergencies are cared for at any hour. The college physician has designated office hours in the infirmary when students may see him. It is the purpose of the physician and nurses to prevent illness by means of informing the students about good health practices.

A student health blank furnished by the College following academic acceptance of the student must be completed and mailed directly to the Director of Admissions. All necessary ocular and dental work should be attended to before students enter or during vacations. In emergencies this work may be done by specialists in Raleigh without loss of time from classes.

COUNSELING

Meredith College provides a program of counseling and testing that seeks to meet the educational, vocational, social, spiritual, physical, financial, and mental needs of the student. In addition to qualified personnel on campus, professional resources in the community are used.

Career Planning and Placement

The Career Planning Center offers help to the student who is undecided about her course of study or her career plans. Vocational interest tests may be taken if needed. Information is available on employment possibilities, graduate studies, part-time off-campus jobs, summer employment, interviewing tips, preparation of resumes, occupational outlook, salaries, and other concerns of a vocational nature. A career planning seminar, open to all students, is offered during the fall and spring semesters.

Academic Advising

The College provides guidance to students in the planning of their individual academic programs. See page 66 for further details.

Personal Counseling

A professional counselor is available on campus to work with students who desire personal counseling. Often on-campus counseling will originate with talks between a student and a favorite professor. When the professor feels that the problem needs professional attention, the instructor will suggest that the student see a counselor. The Office of the Dean of Students, working with the counselor, refers a student to off-campus counseling personnel when the situation so warrants.





Whether relaxing in the student center with friends or enjoying social activities available in the area, Meredith students find leisure-time activities plentiful. The closeness of a small college community affords friendships with other students, faculty, and administration; the proximity of several universities and our capital city location assure diverse opportunities.

Admission

As a college committed to the development of the individual, Meredith seeks to enroll students who will benefit from the total educational program of the College. Each application is carefully evaluated on the basis of academic preparation, scholastic ability, character, health, purpose, and motivation. Admission is granted to qualified applicants without regard to race, creed, or national origin.

Meredith College admits students as candidates for the degree of Bachelor of Arts, Bachelor of Music, or Bachelor of Science, either as entering freshmen or as transfer students from other colleges. Students are accepted for entrance to the fall and spring semesters, which begin in August and January. In addition to its on-campus students, Meredith welcomes commuting students who plan to reside with parents, spouses, or other close relatives.

Recognizing the stimulating environment produced by a diverse student body, Meredith College actively seeks to enroll students of varying backgrounds, interests, and talents. While a large percentage of enrolled students come from North Carolina and other Southern states, students from a wide geographical area, including foreign countries, are sought. Students from minority groups, from all economic levels, from public and private schools, and from various religious backgrounds are encouraged to make application. Any student attracted by the program at Meredith but hesitant to apply because of financial need is encouraged to read carefully the catalogue section on financial aid.

FRESHMAN ADMISSION REQUIREMENTS

To be considered for admission, a student must file an application, obtainable from the Office of Admissions, Meredith College, Raleigh,



North Carolina 27611, together with the fifteen-dollar non-refundable application fee. She must also submit the required secondary school records, test scores, recommendations, and health reports. Any student for whom the fifteen-dollar processing fee is a severe financial hardship should write to the Office of Admissions for information about obtaining an application fee waiver.

Secondary School Record

Most important of all academic credentials in the admissions evaluation is the high school record, including the student's choice of courses, academic performance, and class standing. The high school transcript, complete with a listing of senior-year courses, should be submitted by a school official at the time of application.

In order to prepare for the liberal arts program at Meredith College, a prospective student should take a strong academic program throughout high school, including her senior year. Courses normally required of an entering student are four units in English, two units in a single foreign language, two units in algebra, and one unit in geometry. From credit earned in grades nine through twelve, an applicant should offer a minimum of sixteen units, of which at least thirteen must be chosen from language, history, social studies, mathematics, and natural science. Three electives in approved non-academic courses may be counted in the total of sixteen units.

In keeping with its commitment to serve the individual well in any decision, the Admissions Committee will consider an applicant whose secondary school units differ from the recommended ones if her overall course program and quality of work have been strong.

Another important factor in admission is the applicant's rank in class, which reflects the quality of work performed in secondary school. Ordinarily a student is expected to rank in the upper half of her graduating class. In August, 1974, 74 per cent of entering freshmen ranked in the top quarter of their classes.

Admissions decisions are normally made during the applicant's senior year with acceptance being contingent upon continuing satisfactory academic performance and completion of the student's course of study.

College Board Examinations

An applicant's scores on the Scholastic Aptitude Test are an important part of her admissions credentials, although not the sole determinant. When reviewed in relation to the high school record and other information, test scores provide a valuable tool for assessing an applicant's potential for success in the academic program of the

College. The range of test scores for enrolled students is wide because of the importance attached to strong performance in an academic curriculum in high school.

Each freshman applicant is expected to take the Scholastic Aptitude Test of the College Entrance Examination Board and to have an official report of her scores sent to Meredith College. For admissions purposes at Meredith, this test should be taken no earlier than January of the junior year and no later than December of the senior year.

For 1975-1976, the Scholastic Aptitude Test, administered at numerous centers in each state, will be given during the morning on the following dates: November 1, 1975; December 6, 1975; January 24, 1976; April 3, 1976; and June 5, 1976. The student should write well in advance of the desired test date to the College Entrance Examination Board, Box 592, Princeton, New Jersey 08540, for descriptive information and registration forms. (These materials can often be obtained from high school officials.) When registering for the SAT, a student should request that her test results be sent to Meredith College, Raleigh, North Carolina 27611 (Code No. 5410).

Recommendations

References who know an applicant well often provide helpful insight into such qualities as initiative, inquisitiveness, motivation, purpose, maturity, creativity, and special talent. An applicant is asked to provide names of a school official, a teacher who has taught her an academic subject in the eleventh or twelfth grade, and a third person of her choice who is well-acquainted with the student's personal and academic qualities.

The Office of Admissions writes directly to the references for recommendations to support the student's application.

Health Record

For the protection of the individual and the total college community, a health report approved by the college physician is required of each student prior to her entrance. The medical form accompanies the offer of admission; confirmation of a student's acceptance is dependent upon the receipt and approval of the health report.

An applicant who has had an unusual or severe health problem or who has found it necessary to discontinue her study or work for a period of time may be required to have her physician file a statement concerning the status of her health prior to the rendering of an admissions decision.



Interview

Although an interview is not required, many prospective students find a conference with a member of the admissions staff a helpful way to obtain answers to questions and to learn in general about the academic programs, campus environment, and student activities at Meredith. Such a conference can also provide the admissions staff with additional information about an applicant's interests, goals, and academic background. Conferences and campus tours may be arranged on weekdays or Saturday mornings by writing or telephoning the Office of Admissions, Meredith College, Raleigh, North Carolina 27611. Telephone: (919) 833-6461.

In some cases the admissions staff, as a means of better determining her readiness for the curriculum at Meredith or for advisory purposes, may request a conference with an applicant.

A prospective music major will need to schedule an audition and interview with the music faculty prior to her enrollment at Meredith. Many applicants find it helpful to arrange these sessions during the application period so that the evaluation made by the music faculty can become an additional part of her admissions records. Any student planning to apply for a competitive music scholarship should definitely plan to audition prior to March 1 of her senior year. See page 44.

Credentials for Adult Students

An adult woman who wishes to enter a degree program may qualify for admission either by fulfilling freshman admissions requirements or by successfully completing a pre-arranged academic program as a special student. The woman who chooses to meet freshman admissions requirements may in some instances be advised by the Office of Admissions to substitute other standardized test scores for the Scholastic Aptitude Test. The woman who is twenty-three years of age or older may wish to take advantage of the opportunity to enter initially as a special student before applying for admission. Under this option, her academic performance at Meredith while a special student becomes the primary criterion for gaining admission to the degree program. See page 36.

EARLY DECISION PLAN

A student who has maintained a strong high school record and who definitely desires to attend Meredith College may wish to apply under the Early Decision Plan of Admission. Such a student must file her application *by October 15* of her senior year along with a statement indicating that she is applying only to Meredith and requesting an early decision. She should take the Scholastic Aptitude Test prior to her senior year.

The Admissions Committee will take action on early decision applications by November 15 and qualified candidates will be notified immediately of their admissibility. Accepted resident students will be required to make by December 15 a \$100 advance room deposit, a non-refundable payment that will apply towards freshman year expenses. For information about applying for an early decision on financial aid, see page 51.

If an applicant's credentials do not justify early acceptance, she will receive notification that action on her application has been deferred pending the receipt of more information, such as first-term grades or senior-year SAT scores. Such a student is guaranteed un-biased consideration under the regular admission program and is freed from her commitment to apply only to Meredith College.

REGULAR ADMISSION PROGRAM

Although February 15 is the recommended deadline for applying for admission, a prospective freshman is encouraged to submit her application and supporting credentials during the summer preceding or in the fall months of her senior year. Beginning in mid-December, the Admissions Committee takes action on completed applications as quickly as possible after all necessary credentials are received and

notifies students promptly of its decisions. The College is normally able to consider students who apply as on-campus residents after February 15, but such action cannot be guaranteed. Qualified day students can usually be accommodated beyond the recommended deadline.

Meredith College subscribes to the Candidates' Reply Date. A student planning to reside on campus is expected to make a \$100 advance room deposit by May 1. This non-refundable deposit will apply towards her expenses in the freshman year.

An application should be filed no later than December 1 if a student is seeking admission to the spring term that begins in January.

ADVANCED PLACEMENT AND CREDIT

The student who has through high school courses, independent study, or any other means, completed the equivalent of college-level work may wish to seek advanced placement and credit at Meredith College. Competency can be established in two ways: satisfactory performance on an Advanced Placement (AP) Examination of the College Entrance Examination Board and acceptable results on a special departmental examination.

High schools offering Advanced Placement courses routinely give the AP Examination in May to students enrolled in these advanced classes. Students in high schools not offering an Advanced Placement curriculum may take AP Examinations if their school officials obtain and administer the tests. For further information about these examinations, write College Board Advanced Placement Examinations, Box 977, Princeton, New Jersey 08540.

Meredith College awards advanced placement and academic credit toward the degree to students who receive grades of 5 or 4 on AP Examinations, subject to the approval of the departments concerned. Some departments will consider credit for grades of 3.

During the orientation period, examinations that can lead to advanced placement with academic credit are given in mathematics and foreign language. A student may request special departmental examinations in any other academic areas she believes herself competent. Requests for special testing as a basis for seeking advanced placement and credit should be directed *prior to enrollment* to the Dean of the College and to the departments concerned.

SUMMER SCHOLARS PROGRAM

Superior high school students may earn college credit or study simply for enrichment by enrolling as special students in approved courses in the Meredith College summer session. The program is open to rising



high school senior girls. Admission to the Summer Scholars Program is based on the applicant's secondary-school record, scores on the Preliminary Scholastic Aptitude Test and/or other standardized tests, the school principal's or counselor's recommendation of her readiness to do college level work, and approval by the high school of her course choices. Summer Scholars Program application forms are available from the Office of Admissions, Meredith College, Raleigh, North Carolina 27611.

An interested student should file the special application and all supporting credentials with the Office of Admissions by June 1 of her junior year. Each application is evaluated as quickly as possible upon completion, and the applicant is notified promptly of the decision on her request to enroll.

Upon request of the student, college credit will be granted at Meredith College for successful performance in courses after the student graduates from high school. The student who enrolls as a freshman at another college or university will have to consult that institution about how it will treat the college credit earned prior to her senior year in high school.

SENIOR-YEAR SCHOLARS PROGRAM

Superior high school seniors in the local area may enroll as special students each semester of their senior year in courses at Meredith College for college credit. Admission to the Senior-Year Scholars Program is based on the applicant's secondary-school record, scores on the CEEB Preliminary Scholastic Aptitude Test or Scholastic Aptitude Test and/or other standardized tests, the school principal's or counselor's recommendation of the student's readiness to do college-level work, and approval by the high school of the applicant's course





choices. The cost per course is the same as for part-time and other special students (see page 40 for fee schedule). Senior-Year Scholars Program application forms are available in the guidance offices of the local schools and from the Office of Admissions, Meredith College, Raleigh, North Carolina 27611.

An interested student should file the special application and all supporting credentials with the Office of Admissions by May 1 of the junior year and by November 1 of the senior year if the application is for the spring semester only. An application is evaluated as quickly as possible upon completion, and the applicant is then notified of the decision on her request to enroll.

The credit earned by any student who later enrolls as a degree candidate at Meredith College will apply towards graduation requirements at Meredith. The student who enrolls at another college or university will have to consult that institution about how it will treat the credit earned.

ADMISSION WITH ADVANCED STANDING

Each year Meredith admits a number of qualified applicants who transfer from other colleges or universities. The College especially welcomes and actively seeks students entering with advanced standing from two-year colleges. Students are admitted at all class levels, but at least one year must be completed at Meredith College as a requirement for graduation. See page 67, Residence Credit Requirements.

Students who wish to seek a second baccalaureate degree follow the admissions procedure for transfer students. See page 57 for information regarding credit requirements for a second degree program.

Requirements

To be admitted for advanced standing at Meredith, the student is expected to have at least an overall C average on work attempted at other institutions, to be eligible to return to the last institution regularly attended, and to be recommended by college officials. An applicant having less than thirty semester hours of college credit at the time of application must meet admission requirements for entering freshmen, including submitting scores on the Scholastic Aptitude Test. In some instances, a student having thirty or more semester hours of credit may be asked to present satisfactory scores on standardized tests of academic achievement.

A student having less than a C average on work attempted who believes herself unquestionably qualified for work at Meredith should consult personally with the admissions staff. All applicants should be aware that in computing the overall grade average, all college-level work attempted, except orientation and physical education activity courses, is considered.

When admission is granted before the end of a term in which the applicant is enrolled, her admission is contingent upon satisfactory completion of her course of study, as well as upon receipt of a satisfactory health record.

Procedure

To be considered for admission, a student should file a transfer student application, obtainable from the Office of Admissions, Meredith College, Raleigh, North Carolina 27611, and the non-refundable fifteen-dollar application fee, preferably by February 15. She is also responsible for having an official transcript sent to Meredith College from each college or university attended and, if enrolled at the time of application, a list of courses in progress. The admissions staff writes directly to the references she provides for supporting recommendations. The student must provide the names and addresses of her previous Dean of Students (or similar official), a college professor, and a third person of her choice.

The Admissions Committee evaluates the application of a transfer applicant when all required information is received and notifies her promptly of its decision. An applicant accepted as a resident student must pay a \$100 non-refundable advance room deposit by May 1.

The College is often able to consider students who apply as on-campus residents after the recommended deadline, but such action cannot be guaranteed. Applications from commuting students can usually be evaluated into the summer months. A student seeking entrance to the spring semester, which begins in January, should file her application by December 1.

Evaluation of Credits

When a student is approved for admission with advanced standing, the Registrar will prepare for her a credit evaluation. The candidate who comes from a regionally-accredited college or university will be given credit for the courses acceptable toward a degree at Meredith. The student who transfers from an unaccredited college or university should consult page 68 for information about provisional credit. In evaluating credit earned more than ten years prior to enrollment at Meredith, the Registrar will consult with the appropriate departmental chairman.

The maximum credit accepted from a two-year college is sixty-six hours. An enrolling transfer student should consult page 67 for information about the minimum number of semester hours, including courses in her major field, that must be taken at Meredith College.

INTERNATIONAL STUDENTS

Meredith College welcomes international students whose previous course of study and English proficiency have prepared them for the academic program. In filing an application for admission, a foreign student must submit an original transcript from each secondary school, college, or university attended; an official copy of each diploma or educational certificate received; and an official score report of any national examinations. Except in cases where English is her native language or principal language of instruction, the foreign student must submit scores on the Test of English as a Foreign Language (TOEFL), which is administered by the College Entrance Examination Board in her local country. A student well-schooled in English should substitute the Scholastic Aptitude Test (SAT).

An international student judged academically admissible will be required to give proof of financial responsibility for her education and to meet health requirements, which include submitting a satisfactory health form and obtaining a health and accident insurance policy. These conditions of admission must be met before her admission will be confirmed and before an I-20 form for obtaining a student visa will be issued.

RE-ADMISSION OF FORMER STUDENTS

A student who was previously enrolled at Meredith College but who did not complete the semester immediately preceding the term she wishes to return must apply for re-admission. A special application, obtainable from the Office of Admissions, and a five-dollar non-refundable fee are required. The student is responsible for having sent to the Office of Admissions an official transcript and a statement of honorable dismissal from each college or university attended since

last attending Meredith. Other credentials necessary to support an application for re-admission are obtained by the Office of Admissions and include recommendations from references listed on the application as well as the student's previous academic and personal records at Meredith College. If adequate health information is not on file at the College, the student will be required to submit the necessary medical records. The Admissions Committee evaluates an application upon receipt of all necessary information and notifies the student promptly of its decision.

A student who is approved for re-admission to the College after an absence of more than a year will comply with the requirements either of the catalogue under which she is re-admitted or those of a subsequent bulletin. In evaluating credit earned more than ten years prior to re-enrolling at Meredith, the Registrar will consult with the appropriate departmental chairman.

PART-TIME STUDENTS

A part-time student is one qualifying for a degree who enrolls for not more than eleven credit hours a semester. Such a student must meet the entrance requirements outlined above.



SPECIAL STUDENTS

Special students in the following categories may enroll at Meredith without conforming to the usual admissions process. The student registers in the Office of the Registrar on the opening day of a term.

1. A student who has authorization for credit at Meredith from another college may register for courses with credit. The statement of authorization should be sent to the Registrar.
2. A college graduate who enters for credit to be applied toward public school certification requirements may enroll as a special student. Evidence of such standing should be submitted in advance to the Registrar either by an official transcript or by a covering letter from the institution that granted the degree.
3. A student who is twenty-three years of age or older may enroll as a special student without fulfilling the admissions requirements for degree candidates and may receive a maximum of fifteen semester hours credit. Such a student will be permitted to apply such credit toward a degree if admitted as a degree candidate. After fifteen semester hours of credit are earned as a special student, she must be enrolled in a degree program if she wishes to receive credit for additional courses. See the immediately preceding pages for admissions policies and procedures.

CONDITION OF ADMISSION

Every person admitted to the College as a student agrees to the following condition of admission: That Meredith College reserves the right to suspend or to exclude at any time any student whose academic standing or conduct is regarded by Meredith College as undesirable or unacceptable.

ORIENTATION - REGISTRATION

An orientation program is provided for entering students prior to the start of classes. Included in the program are talks on various phases of college life, placement tests, registration, instruction in the use of the library, an introduction to the health services, and social events such as picnics and mixers with area colleges. Through these and other activities, the orientation period provides opportunity for students to meet fellow classmates, faculty advisers, campus leaders, and students from neighboring colleges and universities.

All freshmen and transfer students are expected to take part in the orientation program. Each student should report to the Office of the Dean of Students upon arrival. Residence halls will open at 10:00



a.m. on Friday, August 22. The orientation program begins at 5:00 p.m. on Friday, August 22 and registration is scheduled for Tuesday, August 26.

SUMMER SESSION

During the summer of 1975, the College will operate three three-week terms, May 26-June 13, June 16-July 3, and July 7-25. Students accepted for admission to the fall term as well as those previously enrolled at Meredith College may attend. Students of other colleges and universities are also welcome provided they have the permission of their home institutions to take particular courses. By attending summer sessions a student can complete her degree program in less than the usual four-year period.

Full information about the summer session may be obtained by writing to the Registrar, Meredith College, Raleigh, North Carolina 27611. See pages 30 and 31 for information about the admission of superior high school juniors to the summer session.





Campus jobs, such as the one Charlot Frye holds in the student supply store, are good ways to obtain work experience and earn spending money. Career-related jobs may be arranged under the Cooperative Education program or by individual departments as special study options.

Finances

In these days of rising costs, Meredith College attempts to keep expenses at a minimum for the students. The fees detailed on the following pages by no means cover the needs of the College; financial support from many sources enables Meredith to offer its program at reasonable rates. Since the cost of labor, materials, and food is uncertain, the College reserves the right to change its fees for room and board at the beginning of each semester if conditions make the adjustment necessary. Students will, of course, be given advance notice of any change to be made. Financial aid is available to students whose need qualifies them for assistance.

TUITION AND FEES

Tuition

Resident students (instruction and activities fees)	\$1,900
Non-resident students (same as resident students)	\$1,900
Special students	\$65 per hour

Residence

Room, board, laundry, and infirmary services	\$1,050
--	---------

Course Fees

Additional fees are charged for the semester courses listed below:

Applied Music

Regular students

1 half-hour lesson weekly	\$ 50
2 half-hour lessons weekly	\$ 85
class lessons in piano	\$ 35

Part-time and special students (for credit)	
1 half-hour lesson weekly	\$ 50
2 half-hour lessons weekly	\$ 85
(course fee of \$65 per credit hour)	
Part-time and special students (no credit)	
1 half-hour lesson weekly	\$ 90
2 half-hour lessons weekly	\$160
Theory-musicianship classes for students taking private applied music lessons at Meredith	\$ 40
Suzuki violin lessons (2 half-hours per week)	\$ 75
Course fee for special and part-time students for each credit hour	\$ 65
Education	
Education 439	\$ 40
Golf	
Golf	\$ 5
Home Economics	
Home Economics 445	
resident students	\$45
non-resident students	\$85
Home Economics 234	\$10
Horseback Riding	
Full-time students (2 hours weekly)	\$ 90
Special students (1 lesson weekly)	\$ 80
Special students (2 lessons weekly)	\$115
Special Fees	
Graduation fee, including diploma	\$ 20
Gymnasium clothes (approximate cost)	\$ 12
Late payment of regular and special fees	\$ 5

All credit hours above 18 shall carry a charge of \$65 per credit hour in addition to the flat rate of tuition which applies through the first 18 hours.

No additional tuition charges will be made to full-time Meredith

students who audit a course. All applicable fees will be charged. Part-time and special students who wish to audit a course will pay one half the regular tuition rate per credit hour except for those courses where composite charges have been established. No audit is allowed in applied music or activity courses such as golf, tennis, swimming, etc.

A student is not asked to make a breakage deposit to cover unjustifiable damage to college property, but for such damage she will be expected to pay.

A resident student is not charged for the ordinary services of the college physician and nurses and/or for the use of the infirmary. For additional service in case of serious or prolonged illness, for all special medical prescriptions, x-rays, and fluoroscope, the patron is expected to pay.

If a student withdraws or is dismissed from the institution before the end of a semester, no refund is made for the half of the semester in which she leaves, except for a proportionate refund which is allowed on board charges.

TERMS OF PAYMENT

Deposit from all entering resident students \$100

A new student is required to make this advance payment on or before May 1. For the student accepted after April 21, the deposit must be made within 10 days after acceptance. This payment is not refundable and does not include the non-refundable \$15 fee which must accompany the application of each new student.

Room reservations from returning resident students \$100

This advance payment of \$100 must be paid before February 15. The fee will be credited to the returning student's account. Eighty-five dollars will be refunded if the request is received by May 1.

Fees for beginning of first semester, all resident students . . . \$750

A statement for the first semester balance will be sent near mid-semester.

Fees for beginning of second semester, all resident students. \$850

A statement for the second semester balance will be sent near mid-semester.

Fees for beginning of each semester, non-resident students . \$500

A statement for the semester balance will be sent near mid-semester.

For the student and her parents desiring to pay education expenses in monthly installments, low cost deferred payment programs are available through College Aid Plan, Inc., 1700 Mishawaka Ave., South Bend, Indiana 46624; Educational Funds, Inc., 36 S. Wabash Avenue, Chicago, Illinois 60693; and the Tuition Plan, Inc., 575 Madison Avenue, New York, New York 10022.

The preceding statements as to charges and terms of payment are the equivalent of a contract between the College and its students. Neither the President nor the Vice President for Business and Finance modifies these regulations without specific authorization from the



Board of Trustees. A student is not officially registered or entitled to enroll in any class until satisfactory financial arrangements have been made with the business office. Under no circumstances will a student's grades be recorded or a transcript released until her account is paid in full.

FINANCIAL AID PHILOSOPHY

Meredith College offers a program of student aid which seeks to meet the financial needs of each of her students. All full-time degree candidates — including freshman and transfer applicants, on-campus and commuting students — are eligible to apply for financial assistance. Some forms of aid are available for part-time degree candidates taking at least six semester hours of credit. While the student's family is expected to assume responsibility for her education by meeting expenses as completely as possible, it is the aim of Meredith that no student will be denied the opportunity to attend because of financial circumstances.

The Need Concept

While acknowledging that students should be recognized for outstanding achievement, Meredith subscribes to the philosophy that the amount of financial assistance a student receives should be based on her need at this College. Need is defined as the difference between what a family can contribute and the total cost of maintaining the student in college for a year. A systematic analysis of the financial situation is made annually.

Meredith participates in the College Scholarship Service, an agency of the College Entrance Examination Board which assists colleges,



universities, and organizations in determining a student's financial need. An applicant for student aid must have the person financially responsible for her education submit a Parents' Confidential Statement (PCS) to the College Scholarship Service, requesting that Meredith College receive the results of its computation. She is also required to file a Meredith College financial aid application.

The Award

The financial aid committee at the College works with each individual in her particular situation in an effort to award the most appropriate package of assistance. Scholarships, loans, grants-in-aid, and student employment are used, usually in combination, to help deserving students meet the cost of attending Meredith.

Renewal of Aid

Once committed to a student in a program of financial aid, Meredith College will continue to help her if the need persists and if she meets academic requirements and maintains satisfactory conduct. The award may vary from year to year both in type and amount, depending upon funds available at the College and the applicant's need.

COMPETITIVE SCHOLARSHIPS

Meredith College Merit Scholarships

Each year Meredith College offers two four-year scholarships through the National Merit Scholarship Corporation. The recipients of these awards are selected from finalists who have specified Meredith College as their college choice. The stipend will equal at least one-half of the student's annual financial need, but not more than \$1,500 nor less than \$100. If the analyzed need of a recipient is greater than the scholarship stipend, the College will provide additional forms of aid to meet her need.

The Julia Hamlet Harris Scholarships

Each year twelve scholarships are awarded to outstanding freshman applicants, and two scholarships are available for junior college graduates having superior academic credentials. Recipients of these awards are designated as Harris Scholars. Scholarship stipends in this competitive program range from \$100 to \$1,200 per year, depending on the financial need of the individual recipient. An applicant for admission who wishes to be considered for a Harris Scholarship should file a financial aid application in the Office of Admissions by February 15. If she is applying for more than the minimum stipend of \$100, her parents must also submit a Parents' Confidential State-



ment to the College Scholarship Service by February 15. An applicant applying for just the minimum award needs to complete only the first page and to provide the necessary signatures on the last page of the Meredith application.

Finalists in this competition will be invited to the campus on one of two Saturdays in March for interviews with the faculty selection committee. The selection of the Harris Scholars is made on the basis of scholastic achievement, intellectual promise, and leadership ability.

In order to retain a Harris Scholarship for subsequent years, a recipient must maintain a minimum quality point ratio of 3.0 (B average) on all work taken at Meredith and must remain in good standing. The award of the student who meets these qualifications will automatically be renewed for the following year, provided she files the required student aid forms in the financial aid office. The amount of the scholarship will be the same each year unless there is a change in the scholar's degree of financial need.

Music Talent Scholarships

Each year three Music Talent Scholarships are awarded to freshman applicants with superior talent who plan to major in music. Students in any field of music are eligible for consideration. The amount of each Talent Scholarship varies from \$100 to \$1,000 per year according to the recipient's financial need.

To be considered for a Music Talent Scholarship, a prospective freshman must first apply for admission to the College. A financial aid application should also be filed in the Office of Admissions no later than February 15. If applying for more than the minimum award of \$100, the applicant's parents must also submit a Parents' Confidential Statement to the College Scholarship Service by February 15. If applying for just the minimum, the applicant need complete only the first page and the last page signatures of the Meredith aid application.

Though financial need determines the amount of the scholarship stipend, the selection is based completely on musical ability, previous performance, and potential achievement in the field of music. On the basis of previous auditions in the fall or winter, ten finalists are chosen in late February by the Department of Music; the finalists are invited to the campus on a Saturday in March for another audition and interviews with the music faculty.

A Music Talent Scholarship is renewed annually subject to the recipient's remaining in good standing and maintaining a minimum quality point ratio of 3.0 (B average) on all music courses taken at Meredith. The amount of the scholarship will be the same annually

unless there is a change in the recipient's financial need. Financial aid forms must be filed each year.

Regional Baptist Scholarships

Each year one Regional Baptist Scholarship is awarded to an entering freshman and one to the graduate of a two-year college in each of the ten regions formed by the Baptist associations in North Carolina — a total of twenty Regional Baptist Scholarships to be available each year to new students. The scholarship competition is limited to applicants who are members of a North Carolina Baptist church.

An applicant for admission who wishes to be considered for a Regional Baptist Scholarship must file a financial aid application in the Office of Admissions and, by December 15, a special scholarship application form with her pastor. Each interested high school senior girl and each interested sophomore at a two-year college files a scholarship application form with her pastor, who adds a letter of endorsement and forwards the application to the College. After the admissibility of the applicants from each association in a region has been determined by the Office of Admissions, they will be interviewed by a regional committee appointed by the College. The regional committee will recommend recipients to the College. Meredith reserves the right to make the final decision but will give serious consideration to the recommendations of the regional committee. Selection will be made on the basis of contributions to the life of the church, potential for future leadership in the denomination, and scholastic ability.

The amount of a Regional Baptist Scholarship varies from \$100 to \$1,000 per year according to financial need as indicated through the Parents' Confidential Statement. The amount of a scholarship stipend will be determined by the College. The scholarship winner having financial need will usually receive a package of aid, with the appropriate part being scholarship assistance. The recipient who has no need or one who has applied only for a minimum Regional Baptist Scholarship will receive a stipend of \$100. The student applying for a minimum award is required to file only a Meredith College financial aid application and the special scholarship application form. Only the financial aid office at Meredith will have access to the financial information filed by the applicant.

A Regional Baptist Scholarship is renewed annually while the student is enrolled at Meredith. The stipend may vary from year to year depending on need and the other types of aid available to the student, but the total package of aid should adequately meet the recipient's need for assistance. A Parents' Confidential Statement must be filed each year unless the student is receiving the minimum award.

GENERAL SCHOLARSHIPS AND GRANTS

Scholarships

In addition to the competitive scholarships, Meredith has available numerous general scholarships for both entering and continuing students who need financial assistance. Scholarship awards vary in amounts according to the individual needs of the applicants.

Grants-In-Aid

A few grants-in-aid with amounts varying according to financial need are awarded by Meredith College to deserving students whose academic credentials do not qualify them for the distinction of being scholarship recipients.

ENDOWED SCHOLARSHIPS

Friends of the College have established funds to provide the following scholarships:

<i>The J. T. J. Battle Scholarships (four)</i>	<i>The Margaret Mason McManus Scholarship</i>
<i>The Bryan Scholarship Trust</i>	<i>The Mr. and Mrs. W. H. Matthews Scholarship</i>
<i>The Z.M. Caveness Scholarship</i>	<i>The Charles E. Merrill Scholarships</i>
<i>The Helen J. Clancey Scholarship</i>	<i>The Charles S. Mitchell Scholarships</i>
<i>The Coates Scholarship</i>	<i>The Mary Crawford Norwood Scholarship</i>
<i>The Lucille Lawrence Ellis Scholarship</i>	<i>The Margaret Faucette Parker Music Scholarship</i>
<i>The Myrtle Hart Farmer Scholarship</i>	<i>The Thomas P. Pruitt Memorial Scholarship</i>
<i>The Lucy Teague Fassett Memorial Scholarship</i>	<i>The Z. Smith Reynolds Foundation Scholarship</i>
<i>The Hester P. Farrior Scholarship</i>	<i>The Emma Barber Towler Scholarships (two)</i>
<i>The First Baptist Church of New Bern Student Aid Fund</i>	<i>The Wescott-Daniels Memorial Scholarship(s)</i>
<i>The Fuller B. Hamrick Scholarship</i>	<i>The Annie Womble Scholarship(s)</i>
<i>The Mattie Jenkins Henderson Scholarship</i>	
<i>The Nannie Willis Hunter Scholarship</i>	
<i>The Moses S. Jones Scholarship</i>	
<i>The Ida Belle Ledbetter Scholarship</i>	
<i>The Hattie McCauley and Arthur Augustus James Memorial Scholarship</i>	

The Perry-Harris Scholarship

A scholarship was established by Dr. Julia Hamlet Harris in memory of her parents, Mrs. Ella Perry Harris and Thomas Harris. It is offered to a student who has completed at least one year of study at Meredith and ranks in the upper fifth of her class. Preference will be given to a student majoring or planning to major in English.

The Mary Lynch Johnson Scholarship

A \$500 annual scholarship has been established in honor of Dr. Mary Lynch Johnson. It is to be awarded on the basis of Christian character, academic achievement, and financial need.

The Carolyn Peacock Poole Scholarship

An endowed scholarship honoring the memory of Mrs. Poole has been established by the family, friends, students, and faculty. The scholarship will be awarded to a junior or senior on the basis of Christian character, leadership, and potential executive ability. Preference will be given to a student interested in English and/or American literature.

The Martha McKeel Whitehurst Scholarship

A scholarship, currently valued at \$300 per year, has been established by the husband and family of Mrs. Whitehurst in her memory. The scholarship is to be awarded annually to a graduate of First Colonial High School in Virginia Beach, Va. It will be given to the student having the greatest financial need; preference will be given to an entering student except when a former recipient has more financial need. In the event that in a given year no student from First Colonial High School is enrolled or accepted for admission to Meredith, then the scholarship may be awarded to a graduate of St. John's High School in Darlington, S. C. Should no student be enrolled or accepted for admission from either of these high schools, the scholarship may be awarded to any student at Meredith College in need of financial aid.



The Williams Scholarship Fund

Given by Duvall M. Williams of Wilmington, N. C., in memory of his parents, Mrs. Leah Koonce Williams and Mr. Robert E. Williams, Sr., this fund is to help and encourage deserving students to pay their ways through college. The students must intend to go into foreign missionary work (not in the continental U. S. or Canada) preferably in, though not restricted to, Latin America. The amounts will be determined by the students' needs.

The Lillie Grandy Scholarship Fund

Granted under the will of the late Miss Lillie Grandy of Elizabeth City, N. C., the income makes available scholarships of not less than \$300 and not more than the current cost of tuition, room and board at Meredith College. Preference is given to residents of Camden County and Pasquotank County, N. C. When funds are available, other North Carolina residents may be awarded these scholarships.

The Ella Greenwood Holcomb Scholarship

A scholarship established by Mrs. Holcomb in memory of her parents, James and Lydia Greenwood of Surry County, N. C., is available annually to any direct descendant of James and Lydia Greenwood, with preference going to the descendant most in need of financial assistance.

LOAN FUNDS

Earnings from the following funds are available for loan purposes:

The Elizabeth Avery Colton Loan Fund
The Louis M. Curtis Loan Fund
The Dr. and Mrs. O. S. Goodwin Loan Fund
The Mabel L. Haynes Loan Fund
The John W.M. Hicks Loan Fund
The Mr. and Mrs. John Billingsley Ingram Loan Fund
The Henrietta S. Jarman Loan Fund
The Edna Tyner Langston Loan Fund

The Masonic Loan Fund
The Helen Josephine Neel Loan Fund
The Old Student Loan Funds
The Olive Chapel Loan Fund
The William H. Reddish Loan Fund
The Ada Middleton Stanback Loan Fund
The W. A. Thomas Student Loan
The William C. Vick Loan Fund

AWARDS

The Agnes Cooper Memorial Award

A fifty-dollar award is given by members of the faculty in the Department of Music in memory of Mrs. Harry E. Cooper to a junior or senior music major chosen by the donors.

The Ida Poteat Alumnae Scholarships

Two \$200 scholarships, one to a rising senior and one to a rising junior, are given by the Alumnae Association in memory of Miss Ida Poteat, teacher of art at Meredith from 1899-1929. Selection is made by an alumnae committee on the basis of scholarship, character, and service to the College.

The Helen Price Scholarships

The Kappa Nu Sigma Honor Society awards a scholarship valued between \$100 and \$150 to the freshman who maintains the highest scholastic average during her first year in college. It makes an identical award to the sophomore who has the highest scholastic average at the end of her second year at Meredith. The society reserves the right to withhold or to change the value of the award if circumstances require adjustment.

Missionary Work

A junior or senior planning to be a missionary will receive, on certification by her local church, an allowance of \$100 on her expenses for the year.

CAMPUS EMPLOYMENT

Many students needing financial assistance help meet their expenses by part-time employment in the dining room, in the library, and in various offices and academic departments of the College. Compensation varies with the amount of service rendered but usually ranges from \$200 to \$400 for the year. Available appointments will be made on the basis of apparent ability and need.

Unlike the other types of aid that are automatically credited to the student's account, compensation earned through campus employment is paid directly to the student. She may apply these funds to her basic college costs or use the earnings to defray her general expenses.

FEDERAL ASSISTANCE PROGRAMS

In addition to its own programs of financial assistance, Meredith College offers aid through the federal programs listed below.

Supplemental Educational Opportunity Grants

These grants have been established by the federal government to assist students who otherwise might be unable to attend college. They are direct grants which the student is not required to repay. To qualify for these awards, students must exhibit exceptional financial

need as well as promise of academic success on the college level. Such students must be accepted for enrollment or must be currently enrolled and in good standing. Supplemental Educational Opportunity Grants are available up to \$4,000 over a four-year period; an SEOG award must be matched with other student aid funds approved under this program.

National Direct Student Loans

These loans, formerly known as National Defense Student Loans, constitute a program for students needing financial assistance who have been accepted for admission or who are currently-enrolled students in good standing. An undergraduate may borrow up to \$5,000 over a four-year period if financial need is demonstrated and if funds allotted the College permit. The student has an obligation to repay her loan with 3 percent interest within a ten-year period after graduation or termination of study.

The repayment period and the interest for these loans do not begin until nine months after the student ends her studies. Repayment may be deferred for graduate study. Repayment may also be deferred up to a total of three years while a borrower is serving in the Armed Forces, the Peace Corps, or VISTA. A borrower who becomes a full-time teacher in a non-profit elementary or secondary school in which there is a high concentration of students from low-income families or in a school for handicapped children is eligible to cancel the entire loan over a five-year period at an initial rate of 15 percent for each year of teaching service.



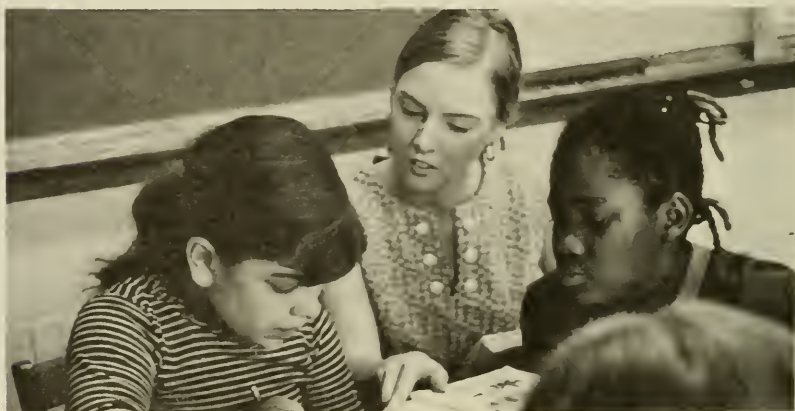
College Work-Study Program

Many of the students assigned to campus employment, described on page 48, are participating in the federal on-campus College Work-Study Program. Meredith College also participates in the off-campus summer job phase of the College Work-Study Program, called PACE in North Carolina. Through this program students who qualify on the basis of financial need can earn money for college by working in their home communities during the summer. Applicants approved for admission to the College as well as currently-enrolled students may obtain further information and the special application blank required by writing to the Office of Admissions, Meredith College, Raleigh, N. C. 27611. To be considered for participation in the program, a Meredith student must file a full financial aid application with the College, in addition to the special application.

AID APPLICATION PROCEDURES

An entering student who wishes to apply for any kind of financial aid should proceed as follows *before February 15*:

1. Return a Meredith College financial aid application to the Office of Admissions. This form may be filed at the same time as or after she applies for admission, but preferably not before. Although admission must be approved before the application for financial assistance can be reviewed, she does not have to be accepted before applying for financial aid.
2. Have her parents (or guardian) submit a Parents' Confidential Statement to the College Scholarship Service, designating Meredith College (Code Number 5410) as an institution to receive a copy. The PCS may be obtained from her high school or the College Scholarship Service, Box 176, Princeton, New Jersey 08540.



The student who is applying for admission under the Early Decision Plan and who wishes to apply for financial aid should proceed as above *before October 15* of her senior year. If all required forms are received in the Office of Admissions by November 15, she will receive a decision about her aid by December 1. Should she later be named a recipient of one of the competitive scholarships, her award may be adjusted.

An application for financial aid must be filed each year. Therefore, an enrolled student who wishes to apply for financial assistance should proceed as follows *before January 15*:

1. Obtain from the financial aid office a Meredith College financial aid application and a Parents' Confidential Statement. Have her parents (or guardian) complete the PCS and assist her in completing the financial aid application.
2. Return *both* forms to the financial aid office, along with a *check* made payable to the College Scholarship Service to cover its processing fee. The PCS and accompanying check will be forwarded by the College to CSS for processing.

Both the entering and returning student should pay close attention to the deadlines stated above. Applications filed after those dates will be given consideration only if funds allow.

NOTIFICATION OF AWARDS

All entering students applying for financial assistance, including applicants for competitive scholarships, will be informed of the College's decision on or about April 1. Students accepted for admission under the Early Decision Plan will be informed of aid awards by December 1 if all required forms are received early enough. Returning students can expect notification concerning awards by April 15.

OTHER SOURCES OF AID

Students should be aware of sources of financial aid other than those administered by the College. Some of the programs frequently used by Meredith students follow:

Basic Educational Opportunity Grants

These federally-sponsored grants are available to eligible students attending approved post-secondary institutions. The amount of a student's grant is determined on the basis of her own and her family's financial resources. To apply for one of these awards, a student must complete an Application for Determination of Eligibility and mail it



to the address given on the application. After receiving the Student Eligibility Report (SER) based on the application, the student should send the SER to the financial aid office of the institution in which she plans to enroll. Applications for Determination of Eligibility may be obtained from high school guidance counselors, college financial aid offices, and a number of federal agencies.

Guaranteed Loan Program

This particular program, generally known as the Insured Loan Program in North Carolina, is a plan of borrowing designed to help students from middle-income families. Legal residents of North Carolina enrolled full-time may borrow through College Foundation, Inc. up to \$7,500 for undergraduate study. Normally, a loan for one year is not more than \$2,000. Loans are insured by the North Carolina State Education Assistance Authority of the United States Office of Education. For students from families with adjusted incomes of less than \$15,000 per year, the Federal Government pays the 7 percent interest during the in-school and grace periods.

The Insured Loan Program is administered for residents of North Carolina by College Foundation, Inc. Guaranteed Loans are available to residents of all other states, some of which operate their programs

through United States Aid Funds, Inc. The Office of Admissions at Meredith College has additional information about the loan program and applications for North Carolina residents.

North Carolina Prospective Teachers Scholarship Loan Fund

In 1957, the North Carolina General Assembly established a Scholarship-Loan Fund for North Carolina Prospective Teachers. A limited number of awards of not more than \$900 are provided annually. They are awarded on the basis of the aptitude, purposefulness, scholarship, character, and financial need of the applicant.

All scholarship-loans are at the rate of 4 percent per year from September 1 following fulfillment by a prospective teacher of the requirements for a teacher's certificate based upon the bachelor's degree. Scholarship-loans and the interest thereon may be cancelled by teaching one full year in North Carolina for each annual scholarship received.

Detailed information concerning this scholarship-loan program may be obtained from one's guidance counselor or by writing to the Prospective Teachers Scholarship-Loan Fund, State Department of Public Instruction, Raleigh, North Carolina.

The Winston-Salem Foundation

A student loan program has been established by citizens of this community for residents of Forsyth County. While she is enrolled, the student pays interest annually, but repayment of the principal does not begin until after the borrower leaves school. The interest rate on these loans is 4 percent, which includes life insurance protection. Details of this program may be obtained by writing the Winston-Salem Foundation, 300 West Fifth Street, Winston-Salem, North Carolina.

Vocational Rehabilitation

Financial assistance for attending college is provided by the State of North Carolina for residents of North Carolina who are physically handicapped. For additional information write directly to the North Carolina Vocational Rehabilitation Division, State Department of Public Instruction, Raleigh, North Carolina.

Veterans Administration and Social Security Benefits

The family situation of some students may entitle them to receive benefits under one of these programs. Information may be obtained from the local agency.





Experiments in the lab, such as Sybil Miller is conducting, may be part of a classroom experience or an independent study. With an 18:1 student-teacher ratio, there is good opportunity for guidance by professors in programs suited to the individual.

Academics: Programs and Regulations

Meredith offers three degree programs: Bachelor of Arts, Bachelor of Science, and Bachelor of Music. The Bachelor of Arts is a broad-based degree that offers a liberal education with majors available in fifteen departments of the College. The Bachelor of Science degree is more specialized than the Bachelor of Arts degree but is firmly based in a general studies program which includes substantial experience in the humanities, fine arts, and social sciences. General education requirements are identical for the Bachelor of Arts and Bachelor of Science degrees. Students who major in the Department of Biology, Business and Economics, Chemistry, Mathematics, or Home Economics may choose either the Bachelor of Arts or the Bachelor of Science. The Bachelor of Music with a major in applied music or music education is a professional degree which is built on a liberal arts base and is intended to prepare the student for a career in teaching and performance.

CHOICE OF CATALOGUE

A student may elect to follow the degree requirements listed in any subsequent catalogue in force during her period of residence. This option is available because during the year the College will continue the implementation of change in the academic program, student personnel services, and other areas of campus life.

DEGREE PROGRAMS

Requirements For All Degrees

The curriculum is arranged by courses with each course quantitatively evaluated according to the semester hour system. A candidate for the degree of Bachelor of Arts, Bachelor of Science, or Bachelor of Music must complete at least 124 semester hours with a quality point ratio of at least 2.0 on all courses attempted, all courses attempted at Meredith, all courses attempted at Meredith in her major subject(s), and all courses attempted during her senior year.

Requirements for the Bachelor of Arts and Bachelor of Science Degrees

A candidate for the Bachelor of Arts or Bachelor of Science degrees must complete certain prescribed subjects, area distribution requirements, and a major specialization in a selected field. The College seeks to provide optimum opportunity for choice in the selection of specific courses.

Prescribed Subjects

English Composition 3 hours

Literature 6 hours

- 1. A 3-hour course in major British authors and
- 2. A 3-hour course in English, American, or world literature; or any literature course in a foreign language.

Foreign Language 0-12 hours

Each student will be required to demonstrate a proficiency level comparable to that attained by the end of the second college year of the language.

Religion..... 6 hours

- 1. A 6-hour introduction to the Old and New Testaments or
- 2. A 3-hour introduction to Biblical literature and history and one advanced 3-hour course in religion.

Physical Education 4 hours

Freshman Colloquium 1 hour

Area Distribution Requirements

in Addition to Prescribed Subjects

Humanities and Fine Arts Area — art, English, foreign language, music, philosophy, religion.

Majors in subjects in this area will be expected to complete 12

hours in subjects in the natural sciences and mathematics area and 12 hours in subjects in the social sciences area.

Natural Sciences and Mathematics Area — biology, chemistry, mathematics, physics, physical geography.

Majors in subjects in this area will be expected to complete 6 hours in subjects in the humanities and fine arts area* and 12 hours in subjects in the social sciences area.

Social Sciences Area — economics, geography,** history, political science, psychology, sociology.

Majors in subjects in this area and majors in business will be expected to complete 6 hours in subjects in the humanities and fine arts area* and 12 hours in subjects in the natural sciences and mathematics area.

Majors in home economics will be expected to complete 6 hours in subjects in the humanities and fine arts area,* 6 hours in the social sciences area, and 12 hours in the natural sciences and mathematics area.

Requirements for the Bachelor of Music Degree

<i>Liberal Arts and Science Area</i>	44-46 hours
<i>Music</i>	27 hours
<i>Professional (Music and Education)</i>	53 hours
<i>Performance</i>	
<i>Piano Proficiency</i>	
<i>Attendance at Concerts and Recitals</i>	

Note: See page 97-98 for detailed requirements appropriate to all majors in the Department of Music.

Requirements for a Second Baccalaureate Degree

A person who holds a baccalaureate degree may receive from Meredith College a second and different baccalaureate degree by fulfilling the following conditions:

1. Meet all the requirements for the second degree.
2. Complete a minimum of 30 hours in residence beyond requirements for the first degree.

Normally, the same degree will not be awarded twice. The student who is working on a second baccalaureate degree shall be classified academically as a senior.

*Neither applied music nor studio art courses will count in the 6 hours of work required in the humanities and fine arts area. Speech 357 is acceptable.

**Physical geography is excluded from this area.





MAJORS

As soon as is feasible, but no later than the close of the sophomore year, a candidate for the degree of Bachelor of Arts, Bachelor of Science, or Bachelor of Music shall select a subject major. Each student must declare her major to the department on a form provided there and then register her declaration on the form in the office of the Dean. When the selection has been approved by the department concerned and by the Dean, a major professor will be appointed to supervise the student's program. A student who completes all requirements for a second major may ask that this fact be recorded on her permanent record.

Majors may be selected from the following subjects. Detailed requirements are listed in the respective sections on pages 76-105.

Bachelor of Arts

American civilization
art
biology
chemistry
economics
English
French
history
home economics

Latin
mathematics
music
non-western civilizations
psychology
religion
sociology
Spanish

Bachelor of Science

biology
business administration
chemistry
home economics
mathematics

Bachelor of Music

applied music
music education

CAREER DIRECTION

Every student must complete a major as indicated above. She may, in addition, elect to arrange her curriculum so as to achieve career goals.

Pre-Professional Preparation

Students who wish to prepare for entrance into a professional or graduate school should plan their programs with that in mind. Students may plan programs which lead toward careers in teaching, research, medicine, law, theology, journalism, library science, dentistry, special education, medical technology, merchandising, and many other professions. Assistance is available from faculty advisers, the Office of Career Planning, special pre-professional advisers in medicine and law, and from the Academic Dean.

Other Careers

Career preparation at the undergraduate level is also available in other areas. An experimental program in Human Services, which program seeks to prepare students in any major to enter a human service-oriented profession, is under way. Major advisers in the departments will assist in planning programs with career concerns in mind. For instance, a sequence of courses leading to a career in archives and museums can be planned in the Department of History.

Social Welfare Program

The primary objective of the social welfare program at Meredith College is to prepare students to enter social work or other related helping professions at the beginning professional level of competence. Since at the undergraduate level this can best be done within the framework of a broad liberal arts curriculum, the social welfare program builds upon the general requirements for graduation at Meredith as well as the requirements of a major in the academic discipline of the student's choice.

A student who wishes to complete the program should file a declaration of intent with the Department of Sociology no later than the first semester of her sophomore year. She will be assigned a faculty adviser who will work with her around the planning of a course of study which will be consonant with the program requirements and her own career goals. Upon graduation she will be awarded a certificate and the fact will be noted on her official transcript.

Course requirements in the program, in addition to all general requirements for graduation at Meredith and all requirements in the student's major, are:

I. Basic courses (a total of 15 hours)

- Principles of Sociology
- Social Problems and Policy
- Principles of Research
- General Psychology
- Developmental Psychology: Life Span

II. Professional courses (a total of 21 hours)

- Social Work as a Profession
- American Social Welfare Institutions
- Social Work Process I
- Social Work Process II
- Field Experience and Seminar

III. Electives chosen from selected courses in the areas of Sociology, Psychology, Economics and the American Political System, a minimum of three hours in each area.

Teacher Education

All the programs listed herein are designed primarily to prepare students who wish to teach in the public schools of North Carolina. In keeping with state certificate requirements and the competency-based programs of Meredith College, all students who expect to qualify for Class A teaching certificates should follow this procedure:

A student who wishes to enter a teacher education program should indicate that desire to her faculty adviser no later than the end of the first semester of the sophomore year. Following her declaration of a major, the student and her major professor should prepare a program leading to graduation. A copy of this planned program should then be filed with the chairman of the Department of Education along with an application for admission to teacher education. Information which sets forth the criteria for admission to and retention in the program is available in the Department of Education.

The College offers state-approved teacher education programs leading to the following certificates: Early Childhood, Intermediate (see pages 61-63 for concentrations), Secondary Subjects, Music, and Art (see page 64).



Requirements for all Certificates

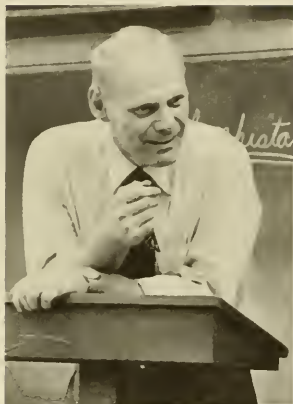
- A. All college requirements for graduation must be met by each student seeking certification. Courses taken to meet college graduation requirements are also applicable to specific requirements in all teacher education programs.
 - B. Students completing a teacher education program must also complete a major in another academic discipline. (See page 13.)
 - C. Minimum semester hours of general education requirements are the following:
 - Language arts and humanities 24
 - Grammar, composition, and literature
 - Courses chosen from 2 of the following groups:
 1. Fine and applied arts
 2. Philosophy, religion, psychology
 3. Foreign language
 - Social studies 12
 - History and 2 fields selected from the following:
 - Anthropology, economics, geography (excluding Geography 201), political science, sociology
 - Mathematics 3 to 4
 - Natural sciences 6 to 8
 - Health and physical education 2
- NOTE: *Courses required for all certificates are applicable to requirements of the specific program in Early Childhood, Intermediate, Secondary, Music, and Art.*

Early Childhood Education (K-3)

Students who expect to secure North Carolina Class A certificates to teach in kindergarten through grade three must meet the requirements for minimum semester hours listed below.

- A. Subject matter courses
 - Language arts 13
 - English composition and grammar
 - Literature (including English and American)
 - Education 345 Children's Literature for Early Childhood
 - Education 444 Reading for Early Childhood
 - Speech (if recommended by faculty adviser)
 - Social studies 15
 - History (United States History 214 or 215 preferred) and 2 fields selected from the following:
 - Anthropology strongly recommended (Sociology 260, 360), economics (Economics 355 recommended), geography (excluding Geography 201), political science, sociology, (excluding Sociology 337)
 - Science 6
 - Two of the following:
 - Biology 101, Chemistry 111, Geography 201
 - Mathematics 3
 - Mathematics 100 or equivalent*

*This requirement is waived for mathematics majors.



A. Art	3 or 6
Art 243 or equivalent (applicants for proficiency certificates should see the chairman of the art department)	
744 Art	
Music	3 or 6
Music 204 or equivalent (applicants for proficiency certificates should see the chairman of the music department)	
744 Music	
Health and physical education	8
Physical education activity, 4 hours	
744 Health Education	
744 Physical Education	
B. Professional K-3 courses	
Psychological Foundations	6
Education 234 Educational Psychology for Early Childhood	
Education 347 Child Growth and Development	
(Psychology 225 General Psychology is recommended as an elective to precede these 2 courses.)	
Historical, philosophical, and sociological foundations	6
Sociology 337 The Community	
Education 435 Foundations of American Education	
Curriculum, activities, and methods	6
Education 348 Early Childhood Education	
Education 448 Early Childhood Methods	
Student teaching and conferences	6
Education 439 Observation and Directed Teaching	

Intermediate (4-9)

Students who expect to secure North Carolina Class A certificates to teach in grades four through nine must meet the requirements for minimum semester hours listed below.

A. Subject matter courses	
1. General	
Language arts	12
English grammar and composition	
Literature (elective)	
Education 454 Reading in the Intermediate Grades	
Speech (if recommended by faculty adviser)	
Social Studies	12
History and 2 fields selected from the following:	
Anthropology, economics, geography (excluding Geography 201), political science, sociology	
Mathematics	6
Mathematics 100 or equivalent* must be included.	
Science	6 to 8
Art	
Choice of Art 234, 359, 360	

*This requirement is waived for mathematics majors.

Music 3
Choice of Music 214, 315, or 316

Health education and physical education 6
754 Health Education
Physical education activities, 4 hours

2. Concentration

Each prospective teacher will select one and preferably 2 areas of concentration, with the following *additional* requirements:

Language arts 11
(Children's literature and American literature are required. English 358 is recommended.)

Social studies 12
(A course in an additional social studies field is required.)

Science 11
(Biological, physical, and earth sciences should be included. Geography 201 satisfies the earth science requirement.)

Mathematics 12
(Depth in appropriate mathematics is required.)

B. Professional 4-9 courses

Psychological foundations 6
Education 234 Educational Psychology
Education 354 Human Growth and Development or
Education 347 Child Growth and Development

Foundations of American Education 3
Education 435 Foundations of American Education

Instructional procedures (Choose one.) 3
Education 458 Methods of Teaching Language Arts and Social Studies
Education 457 Methods of Teaching Science and Mathematics

Student teaching and conferences 6
Education 439 Observation and Directed Teaching



Secondary Subjects (7-12); Art and Music (K-12)

Students who expect to secure North Carolina Class A certificates to teach secondary subjects areas, art, or music education must meet the minimum requirements listed below. It is recommended that students be able to teach at least two subjects at the secondary level.

Major courses, related subjects, and electives are counted toward certification, but it should be noted that the requirements for state certificates and the college requirements for majors do not always coincide. All teacher education programs must be approved by the head of the Department of Education by the beginning of the junior year.

A. Subject matter courses

- 1. Requirements for all certificates (See details on page 61.)
- 2. Teaching fields for grades 7-12 and minimum semester hours:
 - Business education 36
 - English 36
 - French 30
 - Home economics 48
 - (including certain sciences and related courses)
 - Latin 30
 - Science 48
 - Social Studies 42
 - anthropology, economics, geography, history, political science, sociology
 - Spanish 30
 - Mathematics 30
- 3. Teaching fields for grades K-12 and minimum semester hours:
 - Art 36
 - Music 48

- B. Professional courses and minimum semester hours (professional courses for music listed on page 98 and for art on page 77.)
 - Area 1 - The pupil 0
 - Education 234 and 466
 - Area 2 - The school 0
 - Education 367 and 435
 - Area 3 - Teaching and practicum 9
 - Education 734 or 764 and Education 439

NOTE: Students are advised to take these courses in the following order:
Education 234, 367, 734 or 764, 435, 439.

NOTE: For certification in music or art education, students may select either Education 348 or 367 in order to meet professional course requirements.

ADDITIONAL PROGRAMS

Special Studies

A student may take part in independent studies, directed individual studies, community internships, and special group studies when such participation clearly enhances her program. Special Studies is described in greater detail on page 76.

Continuing Education

Information about Continuing Education may be obtained from the Coordinator of Continuing Education. A variety of programs is offered for adults who wish to resume their formal education. Adults will be admitted in regular courses or in enrichment courses by the admission procedures for special students described on page 36.

Cooperative Education

In order to offer its students opportunities to explore their career interests, Meredith has established a Cooperative Education Program. This program allows participating students to alternate full-time work and study experiences. Participants receive pay and academic credit for the work experiences which are coordinated and supervised by the College.

Convocation

As explained on page 16, the monthly convocation is viewed as an integral part of the academic program. Attendance is expected of both resident and non-resident students.

Cooperating Raleigh Colleges

A student who wishes to register for a course at one of the Cooperating Raleigh Colleges should obtain the approval of her adviser, the chairman of the appropriate department, and the Dean. Except under unusual circumstances, approval will be given only for courses not available at Meredith and only to sophomores, juniors, and seniors. The Academic Council will receive written appeals from students whose requests have not been approved by the persons designated above. The maximum number of courses a student may take each year is three and each course may carry up to four semester hours credit.

Meredith Abroad

As explained on page 15, the College provides several options for students who wish to study abroad. Those students who wish to enroll in the full semester program that is conducted by Meredith

should consult the Academic Dean. Other programs are arranged within departments and by a coordinator of foreign study. All programs are publicized on campus through the usual channels.

Drew University

Students who wish to participate in the Drew University semester on the United Nations or on British politics and history at a London University should apply at the Department of History. See page 15 for additional information.

American University

Students who wish to participate in the Washington Semester at American University should apply at the Department of History. See page 15 for additional information.

Summer Study

Meredith conducts a summer session consisting of 3 three-week terms. Courses are generally taught over the three-week terms with a student taking only one course per term. Occasionally some courses are taught over six or nine weeks. In this case a student may enroll in a single three-week course along with one of longer duration.

Meredith students enrolled at Meredith summer school may also take one course at a Cooperating Raleigh College. This course will be treated as an interinstitutional course. Fees will be paid at the Cooperating Raleigh College, and a transcript must be sent to Meredith.

A student who plans to attend summer school at another accredited institution makes application for transfer credit on a form available from her faculty adviser or the Academic Dean. She secures written approval of her adviser, the appropriate chairman, and the Dean for specific courses. She must then have a transcript sent to Meredith.

ACADEMIC ADVISERS

Upon arrival at Meredith each student is assigned an academic adviser who will aid her in planning her program, offer academic counsel, and serve as a personal counselor if the student so desires. Once the student declares a major field, she will be assigned to an adviser in that department. Although the major adviser must approve the student's program and will, in consultation with the Registrar, certify to the faculty that she has met all requirements, the student is finally responsible for her own program.

CREDIT REGULATIONS

Advanced Placement Credit

Advanced placement and credit is available in several departments. Entering students see page 30. Students in residence should apply directly to the department concerned or to the Dean.

Auditing Courses

Full-time degree candidates may audit a class upon the approval of the teacher of the class and the Registrar. (Under no condition will an audit student displace a regular student.)

Audited classes are listed on the permanent record, but no credit or grade is recorded. An audited class may be dropped in the same manner as any other class. When dropped, the course will not be entered on the permanent record. (If the student fails to satisfy the teacher's stated expectations for the audit, the audit will not be listed on the permanent record.)

Residence Credit Requirements

A candidate for a degree must complete twenty-four of her last thirty hours at Meredith College. If four-hour courses are involved, twenty-two of the last thirty hours will suffice. For a student who enrolls for credit at one of the Cooperating Raleigh Colleges under the interinstitutional agreement, one additional course carrying up to four hours credit is permitted. A student who plans to complete her graduation requirements in December may take as many as twelve semester hours (or fourteen, if four-hour courses are involved) at another institution during the summer immediately prior to her final semester, provided she completes at least twelve hours at Meredith during each of her last two regular semesters.

A senior transfer student from a regionally-accredited institution must complete at least thirty hours at Meredith. If a senior enters from a college not accredited by the regional accrediting agency, she must attend Meredith for at least two years.

A student transferring to Meredith at the beginning of the junior year will be expected to take at Meredith at least twelve hours in the department in which she is a major. A student transferring at the beginning of her senior year will be expected to take at Meredith at least nine hours in the department in which she is a major. The maximum credit accepted from a two-year college is sixty-six semester hours.



Provisional Credit

When the candidate comes from a college belonging to the Southern Association of Colleges and Schools or an association of related rank, she will be given credit for the courses acceptable toward a degree at Meredith. A candidate from a non-accredited college will be given provisional credit which must be validated by success in work undertaken at Meredith or by examinations. In order to validate provisional credit other than by examination, she must complete a minimum of twenty-four semester hours with a C average during her first two semesters at Meredith. If one fails to reach this standard she will have her provisional credits reduced in number by the deficiency in hours or quality points.

Old Credit

In evaluating credit earned more than ten years prior to enrollment at Meredith, the Registrar will consult with the appropriate departmental chairmen.

Correspondence Credit

Six hours maximum credit may be allowed for correspondence courses on which a grade of C or higher has been earned after written permission has been granted by the student's adviser, the chairman of the department involved, and the Dean.

Restricted Credit for Juniors and Seniors

Juniors may take as many as four semester courses numbered in the one hundreds. Seniors may take as many as two semester courses numbered in the one hundreds.

Credit in Music

Of the 124 hours required for graduation, no more than 4 may be in ensemble credits. Additional ensemble credits, however, will be recorded on students' transcripts and will count in grade point averages.

LOAD RESTRICTIONS

Freshman and Sophomore Years

The subjects required of all students during the freshman year at Meredith are English composition, foreign language when it is being continued, Freshman Colloquium, and physical education.

During her freshman and sophomore years a student may not take concurrently two courses in the same discipline without the Dean's permission.



All Students

A student will decide upon her own course load in consultation with her adviser. The average load in a semester is 15.5 hours. The student wishing to graduate in four years should give particular care to maintaining the average. A student who takes an overload or underload of more than one semester hour should do so only after careful consideration.

CLASS ATTENDANCE

Each student is expected to be regular and prompt in her attendance at all classes, conferences, and other academic appointments. Regular presence of the student in the classroom is indispensable both to herself in deriving the most benefit from her courses and to her teachers and fellow students in sharing the benefits of her thinking. She must accept full responsibility for class presentation, announcements, and assignments missed because of absence. Absences tend to affect the quality of one's work and, therefore, may lower her standing in courses. Each student must determine for herself what constitutes responsible class attendance.

WITHDRAWAL FROM CLASSES

Students who do not wish to complete a course for which they are enrolled **must withdraw officially** through the Registrar's office.

DROP-ADD PERIOD

During the first five class days of each semester a student may change her course schedule without penalty or record. No courses may be added after this five-day period. All courses dropped between the end of the five-day period and the first four weeks of the semester will receive a W (withdrawal) grade. Courses dropped after this date will be graded WP or WF. No drops are permitted after the final meeting of the class. All schedule changes are processed on forms available in the Office of the Registrar.

GRADING SYSTEM

Each course receives one official semester grade, an evaluation of the entire work of the student during the semester. A report is sent to the student and her parents or guardian.

Standard Grading

In spite of the fact that different disciplines demand different emphases, that in certain areas special skills are necessarily involved, and that absolute uniformity in such interpretation would be impossi-

ble and perhaps undesirable, effort has been made to formulate some statement of interpretation of the letter grades.

- A Sustained mastery of course content and consistent demonstration of individual initiative and insight beyond the fulfillment of course requirements.
- B Work displaying accurate knowledge of course content and some ability to use this knowledge creatively.
- C Work demonstrating familiarity with basic course concepts, related methods of study, and full participation in class work.
- D Work below the minimum standard as defined above. Although falling below this minimum, it is considered of sufficient merit to be counted toward graduation if balanced by superior work in other courses.
- P Passing on a course elected for Pass-Fail grading. Neither hours nor quality points are used in computing grade point averages.
- F Failure which may not be made up by re-examination.
- INC The student's work is incomplete. If an Inc. is not completed during the next semester, it automatically becomes an F.
- WF The student was not passing when she withdrew from the course. A course with a grade of WF will count as hours attempted.
- WP The student was passing when she withdrew from the course. A course with a grade WP does not count as hours attempted. *Withdrawal from class* with a WP mark is allowed throughout the regular class schedule. Students who wish to exercise this option must do so before the final meeting of the class. No withdrawals will be allowed after the examination schedule has begun.
- W The student withdrew from college for medical or other emergency reasons or withdrew from a course during the first four weeks of the semester. W is given only upon medical or emergency withdrawal. A course with a W grade does not count as hours attempted.

Pass-Fail Option

Grading under a Pass-Fail option is available in several categories:

1. Freshman Colloquium is graded PF for all students.
2. Physical education taken as a college graduation requirement is graded PF for all students.
3. During her junior and/or senior years, a student may elect for PF grading not more than two courses from outside her major field (including Education 439) and one seminar in her major field. Only one such course may be elected during a single semester. Excluded from courses which may be pursued under this category are the following: All "prescribed subjects" taken to meet requirements for graduation; all courses taken in summer school or in institutions other than Meredith.
4. Physical education courses taken in addition to the four hours required may be elected for PF grading in addition to other options.
5. Health Education 101 may be elected for PF grading in addition to other options.
6. Special Studies in all four categories (page 76) may be established with PF grading only. A student may elect this course in addition to her other PF options.

Some general regulations applying to PF grading are the following:

1. Course content and requirements will be the same for PF registrants as for

regular students, and minimum performance for P will be equivalent to minimum performance for letter grade D.

2. In computation of grade-point averages an F on a PF course will be computed as hours attempted; a P will not be computed as hours attempted.
3. When a student registers for the semester in which she elects the PF option for a course, she will designate the course that she so elects. No changes in such options will be allowed after the first ten days of the semester in which schedule changes are normally allowed.
4. A student who changes her major to a department in which she has already taken PF work may credit only one PF course in the new major. If she has taken more than one such course, she will forfeit credit in the new major.
5. Responsibility for compliance with all rules governing the PF system rests with the student, and appeals for exception to these will not be heard.

Repetition of Courses

A course may be repeated if the student registers for the course the next time it is offered. Exceptions require permission of the Dean and the chairman of the department in which the course is to be repeated.

Quality Point Ratio

Each semester hour with a grade of A carries four quality points; B, three; C, two; D, one; F, none. The quality point ratio is calculated by dividing the number of quality points earned by the number of semester hours attempted, whether passed or not. No more hours for a course are ever calculated in the quality point ratio than the number of hours credit carried by the course.

RETENTION

All students are expected to maintain satisfactory progress toward graduation. When a student fails to make satisfactory progress her case will be reviewed by an Academic Retention Committee composed usually of the Academic Dean, the Dean of Students, the student's adviser, and two other professors who have taught her. This committee will decide whether the best interest of the student and the College requires suspension or retention.

1. A student is considered to be making minimal progress if she passes nine semester hours and earns eighteen quality points in any given semester. Should she fail to achieve either minimum, she is placed on academic probation for the following semester. If in that semester she again fails to reach either minimum, her case will be reviewed by a Retention Committee.
2. A student is considered to be making minimal progress if, before her third college year, she has accumulated during regular and summer sessions fifty semester hours and ninety-two quality points and has a quality point ratio of at least 1.5 on all courses attempted at Meredith. If a student fails to reach either minimum her case will be referred to a Retention Committee.
3. A student's adviser may refer her to an Academic Retention Committee if her progress seems unsatisfactory even though she has met the minimums outlined above.





ACADEMIC RECOGNITION

Classification

Students are to be classified on the following basis:

Classification	Sem. Hrs. Credit	Q.P.R. on All Work Attempted at Meredith
Sophomore	25	1.30
Junior	60	1.65
Senior	90	1.90

The classification of a transfer student will be determined by the number of semester hours credit accepted at the time of admission.

Eligibility List

An Eligibility List is prepared at the beginning of each semester which includes the names of all students who have maintained the minimum academic standard for college representation or for student activities as indicated in the *Student Handbook*. A student is considered eligible if she has at least a 2.0 QPR on all work attempted at Meredith. All freshmen are eligible in their first semester. Transfer students must have a 2.0 average.

Dean's List

At the end of each semester a Dean's List is published in recognition of those students who have achieved a high academic level in their courses for that semester. Students who passed all Meredith and Cooperating Raleigh Colleges courses with a number of quality points equal to three times the number of semester hours taken plus three will be placed on the list. The students must have completed at least twelve semester hours during the semester, including courses at other Cooperating Raleigh Colleges.

Graduating with Distinction

The degree of Bachelor of Arts, Bachelor of Science, or Bachelor of Music with Distinction is conferred upon a student under the following conditions:

1. A student must have been in residence at Meredith long enough to have earned a minimum of fifty-seven semester hours in courses at Meredith and interinstitutional courses at other Cooperating Raleigh Colleges.
2. For the purpose of computing the standing of a student, all semester hours attempted for degree credit at Meredith College are counted.
3. Students whose average is 3.2 quality points per semester hour are graduated *cum laude*; those whose average is 3.6 quality points per semester hour are graduated *magna cum laude*; those whose average is 3.9 quality points per semester hour are graduated *summa cum laude*.
4. No student shall be graduated with distinction unless her grades on all her college work, including any taken at other colleges, meet the required standards set up for such honors.

DEADLINE FOR FILING FOR GRADUATION

Seniors who expect to graduate in 1976 should file information in the Office of the Academic Dean on or before the January 30 deadline noted in the college calendar.

GRADUATE RECORD EXAMINATION

Early in the senior year a student wishing to go to graduate school should arrange to take the Graduate Record Examination(s) through the placement office or at other established testing centers. Detailed information is available from academic advisers or in the placement office.

OFFICIAL WITHDRAWAL

Official withdrawal from the College is effected by all students through the Office of the Dean of Students. Failure to make official withdrawal forfeits the right of honorable dismissal.



After art student Anne-Marie Davis finishes her painting, it may be shared with the student body in exhibit. Student art exhibits, recitals, and dramatic productions add to the cultural enrichment program of the College. Neighboring institutions and the City of Raleigh also offer concert and lecture series.

Courses Of Study

Lower level courses are numbered in the 100's and 200's; upper level courses, 300's and 400's; educational method courses in academic disciplines, 700's; special studies courses, 900's.

A course with two numbers continues throughout the year. If the numbers are connected with a hyphen, no permanent credit is allowed until the full year's work is completed.

Brackets enclosing the number and title of a course indicate that the course is not given for the current year.

The College does not guarantee to offer any course listed below for which there is not a minimum registration of ten students.

A "block" course is taught for the first half of a semester, five days a week. Student teaching under supervision is scheduled for the second half of either semester.

GENERAL COURSES

FCO 100 FRESHMAN COLLOQUIUM

A study of selected contemporary issues, bringing to bear upon them insights drawn from the academic disciplines. Required of all freshman. *Credit, one hour. Staff.*

CPS 101 CAREER PLANNING SEMINAR

Designed to increase student awareness of the educational options at Meredith and to relate these options to possible career decisions. The seminar will include speakers, films and an exploration of individual interest, abilities, and strengths. Open to all students. *Credit, one hour. Career Planning Staff.*

COOPERATIVE EDUCATION

COE 302 EMPLOYMENT

Full-time employment for a summer or a semester. Prerequisites: CPS 101, sixty semester hours of college credit, and acceptance by permission of the Cooperative Education Committee. *Credit, four hours.*

COE 403 EMPLOYMENT

Full-time employment for a summer or a semester. Prerequisite: COE 302 and at least one semester of study on campus after completion of COE 302. *Credit, four hours.*

SPECIAL STUDIES

Special Studies Courses are available in all departments in the following categories:

910 INDEPENDENT STUDY

A program of study involving a minimum of guidance and allowing truly autonomous study.

920 DIRECTED INDIVIDUAL STUDY

An individualized course of study in an area selected and planned by a student in consultation with an instructor. Appropriate guidance provided by the instructor.

930 COMMUNITY INTERNSHIP

An internship in practical work, permitted if the work has a basis in prior course work and involves intellectual analysis. Supervision by an instructor and by a representative of the agency or institution in which the work is done if it takes place off campus.

940-949 GROUP STUDY

A course on a special topic which is not already in the curriculum.

Special Studies courses are governed by the following procedures:

1. A course may be proposed by students or faculty.
2. Each course must have the approval of the chairman of the department in which credit is given.
3. Each course must have the approval of the Dean of the College (Academic Dean).
4. Approval for Group Study of special topics is granted on a one-semester basis.
5. An approved Group Study course is listed in the schedule of courses offered and enrollment is through the usual procedures.
6. Approval for Independent Study, Directed Individual Study, and Community Internship must be secured by each student by registration day of the semester during which the course is to be taken.
7. Courses may be taken for from one to four semester hours credit.
8. The option may be pursued on multiple occasions.
9. Special Studies courses may be designated for Pass-Fail grading by those persons responsible for approving them. A student may elect these in addition to her P-F options.

INTERDISCIPLINARY STUDIES

IDS 200 THE DEVELOPMENT OF THE NATURAL UNIVERSE

An interdisciplinary course in the natural sciences, team taught by faculty of the Biology, Chemistry, and Mathematics Departments. The course takes a chronological approach to the development of the universe, using principles of physics, including a study of atomic structure and spectra, nuclear structure and reactions, and concepts of mass, force, and energy to explain current cosmological theories of the formation of the stars, planets, and universe. The study of the development of the planet earth emphasizes historical geology with relation to biological evolution, relating chemistry to biology in the evolution of life, and biology to environment by study of the fossil record and such geological phenomena as continental drift. A study of mineral and ore formation relates chemistry to technology, as current aspects of ecology relate living systems to environment. Three one-hour class meetings per week, field trips, and laboratory experiences. *Credit, four hours. Mrs. Horner, Mrs. Bunn, Mr. Davis.*

WOMEN'S STUDIES

Using the Special Study process for group study, various departments intermittently offer courses which examine different facets of life as a woman. Some examples are Women in History; The Psychology of Women; Women in Literature, etc. Individual studies are always available for students who have an interest in a particular area.

ART

Associate Professor White, *Chairman*; Assistant Professor Maron; and Instructors Chrest, Hoog, Peyser, Stephens, and Vilas. The department offers a major in art.

Requirements for a Major

Thirty hours in art, including 101, 102, 221, 222, 359, 360, and 498.

ART EDUCATION PROGRAM

Art Courses	31-37
Beginning Drawing and Composition 101, 102	6
Creative Design 221, 222	6
History, Ancient and Modern 359, 360	6
Beginning Painting 347	3
Printmaking 345	3
Ceramics or Sculpture 226 or 258	3
Seminar 498	1
Electives (extended work area of art)	3-9
Professional courses	15-18
Educational Psychology 234	3
Methods in the Teaching of Art 386 A	3
Observation and Directed Teaching 439	6
Additional Education courses determined by the student and her adviser	3-6
Total hours	46-55

101, 102 BEGINNING DRAWING AND COMPOSITION

An introductory course in basic design with emphasis on the elements and the principles of design. Studio problems involving the use of a variety of materials. Development of individual creative ability encouraged through group and individual criticism. Prerequisite for Art 102: Art 101 or Art 243. Six studio hours a week. *Credit, six hours.* Mr. White and Mr. Maron.

221, 222 CREATIVE DESIGN

A course offering the student an opportunity to develop creativeness in two- and three-dimensional design and technical ability in the use of various materials. Prerequisite: Art 101, 102. Six studio hours a week. *Credit, six hours.* Mr. White.

226 CERAMICS

An introductory course in ceramic processes and material. Projects in coil, slab, and wheel methods of production. Experimentation with various types of decoration. Not open to freshmen except by special permission. *Credit, three hours.* Staff.

229 ADVANCED DRAWING

Problems in sketching, figure drawing, illustration, and perspective drawing. Prerequisite: Art 101, 102. Six studio hours a week. *Credit, three hours.* Mr. Maron.

234 ART APPRECIATION

A course designed to satisfy the need of students for a key to the enjoyment of art. Art of past cultures and modern times introduced to the student through illustrated lectures and class discussions. Not open to art majors. *Credit, three hours.* Mrs. Stephens and Mr. Chrest.

243 BEGINNING ART

A course in the fundamentals of art for other than art majors. Consideration of the elements and principles of design and their application in problems involving various art media. Six studio hours a week. *Credit, three hours.* Miss Peyser and Mrs. Vilas.

244 INTERIOR DESIGN

A course to familiarize the student with historical and contemporary home furnishings and decoration. Studio problems in interior design. Six studio hours a week. (Also offered as Home Economics 244.) *Credit, three hours.* Staff.

258 ELEMENTARY SCULPTURE

An introductory course in modeling and construction of three-dimensional subjects. Emphasis upon the creative phase of sculpturing and upon technical process and techniques. Six studio hours a week. *Credit, three hours.* Mr. Hoog.

345, 346 PRINTMAKING

Fundamentals of printmaking processes: relief, intaglio, planographic, stencil, and mixed media. Prerequisite: Art 101, 102 or special permission. *Credit, three or six hours.* Mr. Chrest.

347, 348 BEGINNING PAINTING

A studio course in creative painting in various media including casein, watercolor, oil, and acrylic. Prerequisite: Art 101, 102 or special permission. Six studio hours a week. *Credit, three or six hours.* Mr. Maron.

359 HISTORY OF ANCIENT ART

A survey of the significant art of the East and West from prehistoric times to the Renaissance. *Credit, three hours.* Mrs. Stephens.

360 HISTORY OF MODERN ART

A survey of the principal trends of sculpture, painting, and architecture from the Renaissance to the present. *Credit, three hours.* Mrs. Stephens.

453, 454 ADVANCED PAINTING

Prerequisite: Art 347, 348. Six studio hours a week. *Credit three or six hours.* Mr. White.

[465 COMMERCIAL ART]

A course for the student interested in the nature and application of art materials for the commercial art field.

Art
Biology

Illustration, fashion drawing, window display, and advertising art included in the projects covered. Prerequisite: Art 101, 102. Six studio hours a week. *Credit, three hours.* Mrs. Vilas.

498 SEMINAR

A study and review group meeting with the staff to consider current problems, advanced techniques, and other problems related to art. Required of all art majors in their senior year. Includes preparation for the exhibition required of all senior majors. *Credit, one hour.* Mr. White.

734 METHODS IN THE TEACHING OF ART

(For Art Majors)

A study of the aims of art in the school and its place in the integral program; practice in art problems for the classroom teacher, together with the selection and preparation of illustrative material to meet the needs of pupils of different grade levels. Prerequisite: twelve hours of art. One lecture and four studio hours a week. May not be counted toward a major. *Credit, three hours.* Miss Peyser.

744 METHODS IN THE TEACHING OF ART

(For K-3 Teachers)

A study of the aims of art in the school and its place in the integral program; practice in art problems for the classroom teacher, together with the selection and preparation of illustrative materials to meet the needs of pupils of different grade levels. Prerequisite: Art 101 or Art 243 or permission of the department. One lecture and four studio hours a week. May not be counted toward a major. *Credit, three hours.* Miss Peyser.

Students who wish advanced practice and research in special fields — painting, sculpture, design, graphics, art history, etc. — should consult with the departmental chairman and arrange for it through the Special Studies options listed on page 76.



BIOLOGY

Associate Professor Bunn, *Chairman*; Professor J. Yarbrough; Assistant Professors Eads and Hoffman. The department offers a major in biology (A.B. or B.S.).

Requirements for a Major

BACHELOR OF ARTS

Thirty semester hours in biology, including 101, 102, 211, 222, 231, 334, 321 or 336. Other requirements include Chemistry 111, 112, and 221, and mathematics through at least one semester of calculus (Mathematics 211). SCI 764 does not count toward a major. Students qualifying for a teaching certificate in high school biology must also include one year of either physics or earth science.

BACHELOR OF SCIENCE

Thirty-six semester hours in biology, including 101, 102, 211, 222, 231, 323, 334, and 321 or 336 plus one approved biology elective. Two hours of Biology Seminar or Special Studies in addition to the courses listed above. Thirty-three hours of related subjects, including one chemistry elective, Physics 221 and 222, and Mathematics 110, 211 and one additional advanced course (240 or 212 is recommended).

101 PRINCIPLES OF BIOLOGY

A course presenting the most important biological principles and so relating them that the student can apply them in the ordinary affairs of life. Study of protoplasm, the cell (including sub-cellular constituents), metabolic processes with emphasis on molecular involvement, and the role of green plants and microbes. Position and involvement of vertebrates, emphasizing man. Stress on the principles of genetics and of ecology. Corequisite Biology 141. Three lectures. *Credit, three hours.* Staff.

141 PRINCIPLES OF BIOLOGY LABORATORY

Experiments in cell biology, the anatomy and physiology of seed plants and vertebrate animals, and genetics. Corequisite Biology 101. Meets 2 hours/week. *Credit, one hour.* Staff.

102 SURVEY OF LIVING THINGS

A study of representative organisms from the major animal phyla and plant groups. Phylogenetic and ecological relationships considered throughout the entire course. Corequisite Biology 142. Three lectures. *Credit, three hours.* Staff.

142 SURVEY OF LIVING THINGS LABORATORY

Experiments using examples of the various phyla. Corequisite Biology 102. Meets 2 hours/week. *Credit, one hour.* Staff.

211 ADVANCED PLANT BIOLOGY

An advanced plant science course combining basic studies

in seed plant physiology and anatomy with traditional plant morphology in which all major groups of the plant kingdom are surveyed. Prerequisite: Biology 101, 102. Two lectures and four laboratory or field trip hours a week. *Credit, four hours.* Mr. Hoffmann.

222 INVERTEBRATE ZOOLOGY

A comparative phylogenetic approach to the major groups of the invertebrate animals. Both type animals commonly encountered and transitional forms studied as to life history, morphology, physiology, ecology and economic importance. Possibility of field trips to study, collect, and classify animals in their natural habitats. Prerequisite: Biology 101, 102. Two lectures and six laboratory or field trip hours a week. *Credit, four hours.* Mr. Eads.

231 GENETICS

Designed chiefly for a thorough presentation of modern genetic principles with examples from plant and animal breeding. Application of such information in sociological and psychological considerations and human well-being. Laboratory work including the actual experimental breeding of the fruit fly and the interpretation of data which demonstrates the classical, quantitative, and biochemical theories of genetics. Prerequisite: Biology 101, 102 or its equivalent. Three lectures a week. *Credit, three hours.* Mr. Hoffmann.

234 PRINCIPLES OF ECOLOGY

A study of the interactions between plants and animals and their environments. The effects of environmental factors on living systems are considered at the individual, population, and community levels. Prerequisite: Biology 111. Three lectures and three laboratory hours a week. *Credit, four hours.* Mr. Hoffmann.

241 GENETICS LABORATORY

Experiments in Genetics utilizing bacteria, fungi, plants and animals. Co-requisite, Biology 231. Meets 2 hours/week. *Credit one hour.* Mr. Hoffmann.

[321 COMPARATIVE VERTEBRATE ANATOMY]

A course dealing with the morphology, anatomy, and development of the various vertebrate organs and systems of organs. Various vertebrate types, including fish, amphibia, and mammals, to be dissected in the laboratory. Alternates with 323. Prerequisite: Biology 101, 102; Biology 222 recommended. Two lectures and six laboratory hours a week. *Credit, four hours.* Mr. Eads.

322 VERTEBRATE EMBRYOLOGY

Laboratory study of maturation, fertilization, segmentation, formation of germ layers, origin of characteristic vertebrate organs in representative forms. Special emphasis placed on the chick and pig in laboratory and

outside readings to show comparative stages in other vertebrates. Alternates with 332. Prerequisite: Biology 101, 102. Two lectures and six laboratory hours a week. *Credit, four hours.* Mr. Eads.

323 VERTEBRATE PHYSIOLOGY

Anatomy to be studied only so far as it is necessary to understand the functions of the different systems of the body. Laboratory work to include study of muscular and nervous systems of animals and experimentation in digestion, circulation, respiration, and excretion. Especially adapted to students preparing to study medicine or nursing or to become technologists. Alternates with 321. Prerequisite: Biology 101, 102, Chemistry 111, 112. Three lectures and one three-hour laboratory a week. *Credit, four hours.* Mr. Eads.

334 MICROBIOLOGY

A general study of bacteria, viruses, yeasts, and molds, with emphasis on the application of the principles of bacteriology to everyday life. Laboratory work to include culture and staining techniques; principles of sterilization and disinfection; bacteriological examination of air, foods, water, and milk; and experiments on fermentation. Recommended for home economics majors. Prerequisite: Biology 101, 102 and Chemistry 111, 112 or their equivalents. Two lectures and six laboratory hours a week. *Credit, four hours.* Mrs. Bunn.

336 BIOCHEMISTRY

See Chemistry 336. *Credit, four hours.* Mrs. Bunn.

436 SEMINAR

May be taken for credit both junior and senior years. *Credit, one hour.* Staff.

SCI 764 THE TEACHING OF SCIENCE

See page 85. May not be counted toward a major. *Credit, three hours.*

Under a plan of interinstitutional cooperation, there are available at North Carolina State University additional courses in genetics, botany, zoology, and microbiology and elementary courses in geology which may be of interest to biology majors. Similarly, at St. Augustine's College courses in radiochemistry and radiobiology are available for biology majors.

Students who wish advanced study or research in biology should consult with the departmental chairman and arrange for it through the Special Studies options listed on page 76.

BUSINESS AND ECONOMICS

Professor Frazier, *Chairman*; Assistant Professor Simmons; and Instructors Sasnett and Sylvia. The department offers a major in business administration (B.S., with concentrations in management, office administration, and economics) and a major in economics (A.B.).

Requirements for B.S. Degree in Business Administration

Candidates for the B.S. degree must take eighteen hours in a prescribed core and eighteen additional hours in their chosen fields of concentration. The core consists of the following courses:

Economics 210, 211
Business 330, 331
Business 444
Business 366.

The *Management Concentration* provides a student the opportunity to strengthen her leadership and decision-making qualities and to qualify for initial positions at an appropriate level of management or as a management trainee. The student who chooses this concentration must take Business 432 and 445 and twelve additional hours in the field of concentration or allied courses with the approval of her faculty adviser.

The *Office Administration Concentration* enables a student to qualify for a teaching certificate in business or to enter business as an administrative secretary or assistant in areas where office skills and procedures are desirable. The student who selects this concentration must take at least eighteen hours above the core selected from Business 220, 221, 320, 321, 422, 374, and 344 in consultation with her faculty adviser. A student qualifying for a North Carolina teacher's certificate must meet requirements specified in the approved institutional program.

The *Economics Concentration* affords a student the opportunity to develop her interest in economic theory and its application and to prepare for a position in a specialized business, financial institution, or governmental agency or for admission to graduate school. A student with this concentration must take Economics 445 and fifteen additional hours in economics courses selected in consultation with her faculty adviser.

Students in the Office Administration Concentration must present evidence of having completed forty hours of approved work experience. All other students are encouraged to acquire work experience related to their interests.

Business

110 FUNDAMENTALS OF BUSINESS

Introduction to business, including objectives, functions, principles, and services of business; the place of business in society; and trends in business. *Credit, three hours.* Miss Frazier.

220, 221 TYPEWRITING

Development of typewriting skill; application of skill and knowledge to business letters, manuscripts, tabulation problems, and office forms. Prerequisite for Business 221: Business 220 or a test demonstrating acceptable speed, control, and production levels. *Credit, six hours.* Mrs. Sasnett.

320, 321 ELEMENTARY SHORTHAND

Principles of Gregg Shorthand; development of skill to take dictation at eighty words a minute for five minutes on new material and produce acceptable transcripts. Prerequisite or parallel: Business 220 and 221. Prerequisite for Business 321: Business 320 or equivalent. *Credit, six hours.* Mrs. Sasnett.

330, 331 PRINCIPLES OF ACCOUNTING

Fundamental principles of accounting applied to proprietorships, partnerships, and corporations; analysis and interpretation of financial statements; introduction to cost and tax records and reports. Prerequisite for Business 331: Business 330. *Credit, six hours.* Miss Frazier.

366 PRINCIPLES OF MARKETING

Principles and methods associated with the movement of goods and services from the producer to the consumer; marketing functions and institutions. *Credit, three hours.* Mrs. Sasnett.

374 BUSINESS COMMUNICATION AND REPORTS

Analysis and composition of adjustment, credit, collection, employment, sales, and goodwill letters; preparation and presentation of oral and written business reports. Prerequisite: Business 220 or special permission from the instructor. *Credit, three hours.* Miss Frazier.

384 OFFICE PROCEDURES AND MANAGEMENT

Selection and effective use of office equipment and supplies; development of working knowledge of transcribing machines, duplicating machines, calculators, and adding machines; filing and records management. Prerequisite: Business 221 or equivalent. *Credit, three hours.* Miss Frazier.

422 ADVANCED SHORTHAND

Review of shorthand theory; further development of dictation and transcription skills; special attention to mailable transcripts and production competency. Prerequisite:

Business 221, Business 321 or equivalent. *Credit, three hours.* Mrs. Sasnett.

432 MANAGERIAL ACCOUNTING

Analysis of financial records as a basis for decision-making; development of additional accounting theory and application to financial problems. Prerequisite: Business 330, 331. *Credit, three hours.* Miss Frazier.

444 PRINCIPLES OF MANAGEMENT

Introduction to management with emphasis on objectives, principles, and managerial decision-making; analysis of basic functions of planning, organizing, motivating, and controlling; and personnel policies. *Credit, three hours.* Miss Frazier.

445 SEMINAR IN THE MANAGEMENT OF BUSINESS AND ECONOMIC AFFAIRS

Study of business and economic issues of contemporary significance; application of economic theories and management principles; guest lectures by business executives; and student research reports. *Credit, three hours.* Miss Frazier and Mrs. Simmons.

454 BUSINESS LAW

Legal principles applied to contracts, negotiable instruments, bailments, sales, property, insurance, torts, and bankruptcy; place of law in society. *Credit, three hours.* Miss Frazier.

934 BUSINESS INTERNSHIP

Supervised experience in business or merchandising institutions where work is related to student interest and concentration. Planned conferences and programs for improvement. Limited to seniors (advanced juniors by special permission). *Credit, three hours.* Miss Frazier.

764 THE TEACHING OF BUSINESS

Methods and materials for teaching business subjects in the secondary school; attention given to the study of the philosophy and the objectives of business education and the importance of planning and evaluating. May not be counted toward a major. *Credit, three hours.* Miss Frazier.

Requirements for B.A. Degree in Economics

Twenty-four hours in economics, including 210 and 211. Majors are urged to take Mathematics 211.

Economics

210 PRINCIPLES OF ECONOMICS

A study of the macroeconomic principles underlying the current American economic system, including organization

for production, distribution of income, business cycles, national income determination, and monetary and fiscal policies. *Credit, three hours.* Mrs. Simmons.

211 PRINCIPLES OF ECONOMICS

A continuation of Economics 210, with microeconomic emphasis to include an examination of the market, prices, costs, the production process, forms of competition, theory of the firm, international trade, and economic growth. Prerequisite: Economics 210. *Credit, three hours.* Mrs. Simmons.

324 HISTORY OF ECONOMIC THOUGHT

A critical analysis of the development of economic ideas, their origins and institutional framework, with primary emphasis on an interpretative study of outstanding economists of the past whose contributions have significance for contemporary economic theory. (Available as History 324.) Prerequisite: Economics 210. *Credit, three hours.* Mrs. Simmons.

364 LABOR ECONOMICS

An analysis of American labor in a changing economic and social order; special emphasis upon labor history, labor organizations, collective bargaining, labor legislation, and the economics of wage determination. Prerequisite: Economics 210. *Credit, three hours.* Mrs. Simmons.

366 PRINCIPLES OF MARKETING

For description, see Business 366. May count as credit in economics except by candidates for the B.S. Degree in Business Administration.

374 CONSUMER ECONOMICS

An analysis of intelligent consumer decision-making in the marketplace; economic, psychological, and customary factors motivating buying; government protection for the consumer; consumer credit institutions; insurance; investments; and management of personal and family finances. *Credit, three hours.* Mrs. Simmons.

434 INTERNATIONAL ECONOMICS

A study of the foundations of international trade theory; development of international economic policies; foreign exchange and payments systems; and international institutions supporting trade, with special emphasis on the role of the multinational corporations and common markets. Prerequisite: Economics 210. *Credit, three hours.* Mrs. Simmons.

435 COMPARATIVE ECONOMIC SYSTEMS

An analysis of the economic systems of capitalism, socialism, communism, and their variants; and an evaluation of those systems as means for serving the needs of man. Special attention will be given to a comparison of the present economies of the United States, Russia, Great Britain, India, and the Common Market countries. Prerequisite: Economics 210. *Credit, three hours.* Mrs. Simmons.

445 SEMINAR IN THE MANAGEMENT OF BUSINESS AND ECONOMIC AFFAIRS

For description, see Business 445. *Credit, three hours.* Miss Frazier and Mrs. Simmons.

454 BUSINESS LAW

For description, see Business 454. May count as credit in economics except by candidates for the B.S. Degree in Business Administration. *Credit, three hours.* Miss Frazier.

455 MONEY AND BANKING

A study of contemporary monetary theory and policy, including an examination of the value and purchasing power of money; the role of commercial banks; the central banking system and its monetary controls; and the relationship among prices, production, employment, and economic growth. Prerequisite: Economics 210 and 211. *Credit, three hours.* Mrs. Simmons.

456 PUBLIC FINANCE

Principles of taxation and the budgetary expenditure process; the role of government in allocation of resources, stabilization of the economy and income redistribution; and debt management. Prerequisite: Economics 210. *Credit, three hours.* Mrs. Simmons.

Additional courses in business and economics are also available at other Cooperating Raleigh Colleges.

Students who wish advanced study and research in business and economics should consult with the departmental chairman and arrange for it through the Special Studies options listed on page 76.

**CHEMISTRY AND PHYSICAL SCIENCE**

Associate Professor Horner, *Chairman*; Associate Professor Bunn; Assistant Professors Birkin and Wiechert. The department offers a major in chemistry (A.B. or B.S.).

*Requirements for a Major***BACHELOR OF ARTS**

Thirty-two semester hours in chemistry, including 111, 112, 221, 222, 351, 352, 498; Physics 221-222, Mathematics 211, 212.

BACHELOR OF SCIENCE

Thirty-eight semester hours in chemistry, including 111, 112, 221, 222, 351, 352, 374, 385, 498; one additional course in physical chemistry; at least one semester hour credit in original laboratory research; twenty-four hours in related subjects, including Physics 221-222, Biology 101, Mathematics 211, 212, 213, 220 (another advanced level course in mathematics may be substituted for 213 with approval of the Departments of Chemistry and Mathematics); and German 100-101 or proficiency.

Geography 201 carries credit toward the area requirement in the natural sciences. Geography 202, 231, and 362 may be used for credit toward the area requirement in the social sciences.

Chemistry**111 GENERAL CHEMISTRY**

Fundamental concepts of chemistry, emphasizing theoretical and physical chemical principles. Three class hours a week. Corequisite, Chemistry 141. *Credit, three hours.* Staff.

141 GENERAL CHEMISTRY LABORATORY

Introduction to experimental physical principles and qualitative analysis. Three laboratory hours a week. Corequisite, Chemistry 111. *Credit, one hour.* Staff.

112 GENERAL CHEMISTRY

A continuation of fundamental concepts, including more advanced theoretical and descriptive chemistry. Three class hours a week. Prerequisite, Chemistry 111, 141. Corequisite, Chemistry 142. *Credit, three hours.* Staff.

142 GENERAL CHEMISTRY LABORATORY

Introduction to quantitative analysis with primary emphasis on volumetric techniques. Three laboratory hours a week. Corequisite, Chemistry 112. *Credit, one hour.* Staff.

221 ORGANIC CHEMISTRY

Fundamental principles, reactions, and mechanisms of

organic chemistry. Three class hours per week. Prerequisite, Chemistry 112, 142. Corequisite, Chemistry 241. *Credit, three hours.* Mr. Wiechert.

241 ORGANIC CHEMISTRY LABORATORY

Experimental techniques in synthesis and reactions of organic compounds. Three laboratory hours a week. Corequisite, Chemistry 221. *Credit, one hour.* Mr. Wiechert.

222 ORGANIC CHEMISTRY

A continuation of Chemistry 221, emphasizing mechanisms, reactions, and physical methods of organic chemistry. Three class hours a week. Prerequisite, Chemistry 221, 241. Corequisite, Chemistry 242. *Credit, three hours.* Mr. Wiechert.

242 ORGANIC CHEMISTRY LABORATORY

Experimental organic chemistry with emphasis on qualitative analysis of organic compounds, using chemical tests and instrumental analysis. Three laboratory hours a week. Corequisite, Chemistry 222. *Credit, one hour.* Mr. Wiechert.

336 BIOCHEMISTRY

A study of the chemistry of biological systems with emphasis on metabolism. Prerequisite: Chemistry 221; Biology 101. Also offered as Biology 336. Three class hours and one three-hour laboratory a week. *Credit, four hours.* Mrs. Bunn.

351 QUANTITATIVE ANALYSIS

Prerequisite: Chemistry 111, 112. A study of volumetric and gravimetric methods of analysis. Two class hours and six laboratory hours a week. *Credit, four hours.* Mr. Wiechert.

352 INSTRUMENTAL ANALYSIS

Prerequisite: Chemistry 351. A study of the theory and practice of instrumental methods of analysis. Two class hours and six laboratory hours a week. *Credit, four hours.* Mr. Wiechert.

374 INORGANIC CHEMISTRY

Advanced concepts of theoretical and descriptive inorganic chemistry. Three class hours a week. Prerequisite, Chemistry 112, 142. *Credit, three hours.* Mrs. Horner.

344 INORGANIC CHEMISTRY LABORATORY

Advanced techniques of inorganic preparations. Three laboratory hours a week. Prerequisite or corequisite, Chemistry 374. *Credit, one hour.* Mrs. Horner.

385 PHYSICAL CHEMISTRY

Prerequisite: Chemistry 111, 112; Physics 221-222; Mathematics 211, 212. *Credit, four hours.* Mrs. Horner.

498 SEMINAR

May be taken for credit more than one semester. *Credit, one to three hour(s).*

Physics

204 PRINCIPLES OF PHYSICS

A non-mathematical treatment of the fundamental principles of physics, with emphasis on their relevant applications. *Credit, three hours.* Staff.

221-222 GENERAL PHYSICS

Three class hours and one three-hour laboratory period a week. *Credit, eight hours.* Mrs. Horner.

Geography

204 ELEMENTS OF PHYSICAL GEOGRAPHY

An introductory survey of man's physical environment, analyzing on a worldwide basis both the elements of weather and climate and the origin and reshaping of major landforms. Offered both semesters. *Credit, four hours.* Mr. Birkin.

205 WORLD REGIONAL GEOGRAPHY

A systematic survey of the major world regions with regard to culture, natural resources, economies, and political ties, and their future position in world trade. Prerequisite: Geography 201 or special permission of the departments concerned. Offered both semesters. *Credit, three hours.* Mr. Birkin.

236 CONSERVATION OF NATURAL RESOURCES

An introductory survey of the use and abuse of soils, minerals, water, forests, public lands, and recreational areas, with emphasis on the evergrowing problem of preservation for future generations. *Credit, three hours.* Mr. Birkin.

368 POLITICAL GEOGRAPHY

A study of the state as a political unit. Geographical analysis of national and international boundaries, the territorial seas, populations, administrative areas, interstate relations, foreign trade, colonies, and international organizations in their relation to the state. A systematic approach, with case studies. *Credit, three hours.* Mr. Birkin.

SCI 764 THE TEACHING OF SCIENCE

See page 85. May not be counted toward a major. *Credit, three hours.*

Additional courses in chemistry and physics are also available at other Cooperating Raleigh Colleges.

Students who wish advanced study and research in chemistry and physics should consult with the departmental chairman and arrange for it through the Special Studies options listed on page 76.

EDUCATION

Associate Professor Browde, *Chairman*; Professor Reveley, Assistant Professors Allred, Calvert, Fracker, and Murray.

Teacher Education

A student may choose teacher certification as a second area of concentration. A major subject must be selected from the list on page 58. Programs are available for certification as a teacher on the secondary level (grades 10-12); on the intermediate level (grades 4-9); in early childhood education (kindergarten - grade 3); and in art or music (kindergarten - grade 12). See pages 60-64 for details of program.

Education Courses

Educational Psychology (Education 234) is prerequisite to all education courses except Children's Literature.

234 EDUCATIONAL PSYCHOLOGY

An intensive study of the psychology of learning. A course intended to be basic to the others in the various sequences which give direction to the professionally-trained teacher. Deals with such areas as the physical structure of behavior; the importance of emotional and social bases of learning; theories of learning as they apply to the young child; early intellectual development; directing the learning of the child; provision for individual differences; motivation and learning; needs and drives. Offered both semesters. *Credit, three hours.* Mrs. Allred, Mr. Fracker, and Mr. Reveley.

345 LITERATURE FOR EARLY CHILDHOOD

A study of the selection and evaluation of literature designed for the young child. Attention will also be given to the appraisal of illustrations in children's books. *Credit, two hours.* Staff.

347 CHILD GROWTH AND DEVELOPMENT

A survey of the psychological development of the individual through childhood. *Credit, three hours.* Staff.

348 PERSPECTIVES IN EARLY CHILDHOOD EDUCATION

A review of the historical, philosophical, and psychological foundations of early childhood education. Emphasis will also be given to the development of concepts in young children. *Credit, three hours.* Mrs. Calvert.

354 HUMAN GROWTH AND DEVELOPMENT

Early postnatal life, physical growth and development, development of motor abilities, the language and thought of the child and the adolescent, emotional factors in development, parent-child relationships, social education, mental hygiene, and psychosexual development. *Credit, three hours.* Staff.

355 LITERATURE FOR THE INTERMEDIATE GRADES

An intensive historical review of children's literature, both American and European, for grades 4 through 9. [Block Course.] *Credit, two hours.* Staff.

367 THE SECONDARY SCHOOL

The historical development and a consideration of the place and function of secondary education in our democracy: the organization and administration of the high school curriculum, methods of planning and teaching, qualifications of the high school teacher, student guidance, records and reports. Offered both semesters. *Credit, three hours.* Mr. Fracker.

435 FOUNDATIONS OF AMERICAN EDUCATION

The historical and philosophical aspects of American education. [Block Course.] Offered both semesters. *Credit, three hours.* Mr. Fracker and Mr. Reveley.

439 OBSERVATION AND DIRECTED TEACHING

Designed to give the student actual teaching experience. All student teaching on the block. Student teachers to take advanced courses in education for the first eight weeks of the semester; during the last eight weeks, student teachers in the classroom for the entire day. Weekly seminar held. Fee, forty dollars. Offered both semesters. *Credit, six hours.* Staff.

Note: Students who enroll in Education 439 are required to have taken the methods courses relevant to their teaching experience. Student teachers on the early childhood level should take the following courses before the student teaching semester: Education 234, 347, 348. Students teaching on the intermediate level should take the following courses before the student teaching semester: Education 234 and 354. Students teaching on the secondary level should take the following courses before the student teaching semester: Education 234, 367, and 734 or 764 (Special Methods). Application must be made to the Department of Education for admission to student teaching; the Department reserves the right to withhold the privilege of student teaching if circumstances warrant.

444 READING FOR EARLY CHILDHOOD

A study of the techniques and skills needed in the teaching of reading in the primary grades. Emphasis on phonics, development of comprehension, and the use of the newer materials and methods. [Block Course.] *Credit, two hours.* Mrs. Allred and Mrs. Calvert.

448 EARLY CHILDHOOD PRINCIPLES AND PRACTICES

A course designed to acquaint the prospective teacher with the current approaches to curriculum organization, procedures, and materials essential to the development of programs for young children. *Credit, three hours.* Mrs. Allred and Mrs. Calvert.

454 READING IN THE INTERMEDIATE GRADES

A study of the techniques and skills needed in the teaching of developmental reading in grades 4 through 9; reading in the content areas; principles of remediation. Emphasis on phonics, development of comprehension, and the use of the newer materials and methods. [Block Course.] *Credit, three hours.* Mrs. Allred and Mrs. Calvert.

457 METHODS OF TEACHING MATHEMATICS AND SCIENCE

For the intermediate level, grades 4 through 9. Directed observation; units of work developed and evaluated; appropriate audio-visual materials emphasized. [Block Course.] *Credit, three hours.* Staff.

458 METHODS OF TEACHING LANGUAGE ARTS AND SOCIAL STUDIES

For the intermediate level, grades 4 through 9. Directed observation; units of work developed and evaluated; appropriate audio-visual materials emphasized. [Block Course.] *Credit, three hours.* Mrs. Allred and Mrs. Calvert.

466 MEASURING AND GUIDING ADOLESCENT BEHAVIOR

A consideration of child and adolescent intelligence, aptitude, achievement, interest and personality tests used in the public schools, together with elementary statistical techniques involved in their application. [Block Course.] Offered both semesters. *Credit, three hours.* Staff.

Special Methods Courses

Three semester hours of special methods in the field in which one is planning to teach are expected for a high school certificate; six semester hours may be taken by those who wish a certificate to teach in two fields. Certain other special methods courses are offered for those enrolling in Early Childhood Education and in Intermediate Education. In special methods courses students are introduced to aims, objectives, materials, and techniques of the teaching fields and levels of the state course of study. Attention is given to the use of audio-visual materials. Lesson planning, practical demonstration, and actual observation of teaching of the various phases of the programs in the Raleigh City and Wake County Schools constitute a part of the courses. Education 234 is prerequisite to all special methods courses. See department listings for descriptions of each course.

Students who wish advanced study or research in education should consult with the departmental chairman and arrange for it through the Special Studies options listed on page 76.



ENGLISH AND SPEECH

Professor Rose, *Chairman*; Professors Knight and Peacock; Assistant Professor Page; Instructors Bamford, Brewer, Jones, and Manning. The department offers a major in English.

English 111 is a prerequisite for all other courses in English; English 201 is a prerequisite for all other literature courses in the department.

Requirements for a Major

Thirty hours in English, including 111, 201, 374 or equivalent, and a seminar. Twelve hours must be selected from 351, 352, 355, 356, 357, 498, and at least six additional hours from courses numbered above the 200's. No credit in English is given for 764. English 202 is strongly recommended for the English major.

English

111 PRINCIPLES OF WRITING

Offered both semesters. *Credit, three hours.* Staff.

201 MAJOR BRITISH WRITERS

Offered both semesters. *Credit, three hours.* Staff.

202 DEVELOPMENT OF ENGLISH LITERATURE

A chronological study to add breadth and further depth to English 201. *Credit, three hours.* Staff.

206 MAJOR AMERICAN WRITERS

Offered both semesters. *Credit, three hours.* Staff.

208 WORLD MASTERPIECES IN TRANSLATION

Credit, three hours. Mr. Peacock.

235 CREATIVE WRITING

Credit, three hours. Mrs. Jones.

351 OLD ENGLISH

Credit, three hours. Miss Knight.

352 CHAUCER

A study of Chaucer's poetry with a few selections from other Middle English writings. Prerequisite: English 351. *Credit, three hours.* Miss Knight.

355, 356 SHAKESPEARE

A study of selected English history plays and "sunny" comedies (355); selected tragedies, "dark" comedies, and late romances (356). Supplementary reading in non-dramatic works of Shakespeare and a few major pieces of criticism. *Credit, three or six hours.* Miss Rose.

357 MILTON SEMINAR

Poetry and selected prose. *Credit, three hours.* Miss Rose.

358 ADVANCED GRAMMAR AND COMPOSITION

Introduction to linguistics; a study of traditional and transformational grammars; the writing of expository papers. *Credit, three hours.* Miss Knight.

359 AMERICAN LITERATURE SEMINAR

Selected topics for study. Prerequisite: English 206 or equivalent. *Credit, three hours.* Mrs. Page.

364 ENGLISH AND AMERICAN POETRY OF THE TWENTIETH CENTURY

A study of some of the principal twentieth century English and American poets and their works. Supplementary reading and reports required. *Credit, three hours.* Mr. Peacock.

365 ENGLISH POETRY OF THE ROMANTIC PERIOD

A study of Wordsworth, Shelley, and Keats, with selections from other poets of the Romantic Period. *Credit, three hours.* Miss Knight.

368 ENGLISH LITERATURE OF THE EIGHTEENTH CENTURY

A study of major works of Swift, Pope, Boswell, and Johnson with additional reading from other authors illustrating the age and significant literary forms. *Credit, three hours.* Miss Rose.

[370 ENGLISH AND AMERICAN PROSE OF THE TWENTIETH CENTURY]

A study of selected works (drama, novels, short stories, and essays) by twentieth century English and American authors. *Credit, three hours.* Mr. Peacock.

374 TECHNIQUES OF LITERARY RESEARCH

A directed individual study, including a survey, of library resources and research techniques and culminating in a short research paper. Open only to majors. *Credit, one hour.* Staff.

498 SENIOR SEMINAR

Open only to majors in English. *Credit, three hours.* Mr. Peacock.

764 THE TEACHING OF ENGLISH

See page 85. [Block Course.] May not be counted toward a major. *Credit, three hours.* Mrs. Page.

Speech And Theater

225 FUNDAMENTALS OF SPEECH

A general speech course designed to introduce the student to the basic elements of good communication. Units on voice and diction, presentation, organization, and communication theory. Offered both semesters. *Credit, three hours.* Mrs. Bamford.

226 ORAL INTERPRETATION

Emphasis on improving the ability to communicate written material to an audience in a pleasing and understandable manner. Opportunity for the students to take part in a reading program for an audience. *Credit, two hours.* Mrs. Bamford.

356 PLAY PRODUCTION

Credit, three hours. Mrs. Bamford.

357 INTRODUCTION TO THEATER

A course designed to introduce the student to the great periods of theatrical art, major plays from these periods, simple theater crafts, and some dramatic theory in order to enrich her enjoyment of life and her understanding of her own existence. *Credit, three hours.* Mrs. Bamford.

Students who wish advanced study and research in literature, speech, or theater should consult with the departmental chairman and arrange for it through the Special Studies options listed on page 76. English majors must exercise this option at least once as research paper experience.

**FOREIGN LANGUAGES**

Associate Professor Ledford, *Chairman*; Assistant Professors Daniell and Galligan; and Instructors Beza, Finlator, Holt, Peaden, and Short. The department offers majors in French, Latin, and Spanish.

Requirements for a Major

Twenty-four hours in foreign languages above 100-101, including 364 and 365. Majors in French or Spanish must include 305 and 306. Majors in Spanish must also include 366 and 367. Latin majors are required to take a course in ancient history. Foreign language majors are urged to include a second foreign language as a related field. In order to comply with certification requirements, students who plan to teach French or Spanish must take the courses numbered 305 and 306 in the language to be taught. 764 is required of students planning to teach a foreign language and may not be counted toward a major. Advanced courses in literature are open to non-majors. These courses are taught in the language, readings are done in the language, and majors are required to use the language. Some accommodation is made for non-majors in the use of the language.

French**100-101 ELEMENTARY FRENCH**

A study of the French language through analysis, contact, and use. Grammar, readings of appropriate difficulty, and oral emphasis. Open to students who offer fewer than two units for entrance and to students who cannot qualify for French 202-203. A two-hour lab required where necessary. *Credit, six hours.* Staff.

202-203 INTERMEDIATE FRENCH

Review of French grammar; introduction of more difficult aspects of the language; readings of appropriate difficulty; practice in the oral and aural skills. Prerequisite: French 100-101 or a minimum of two units in high school. *Credit, six hours.* Staff.

[304 FRENCH CIVILIZATION]

A survey of the historical development of France as a nation and as a people, including her contributions to Western culture in the fields of art, religion, and music. *Credit, three hours.* Mrs. Galligan.

305 ADVANCED CONVERSATION AND PHONETICS

Required of majors in French. Sophomores admitted by permission only. *Credit, three hours.* Mrs. Galligan.

306 ADVANCED GRAMMAR, COMPOSITION, AND CONVERSATION

Required of majors in French. Sophomores admitted by permission only. *Credit, three hours.* Mrs. Daniell.

364 FRENCH LITERATURE TO 1800

365 FRENCH LITERATURE FROM 1800 TO PRESENT
Selected readings in the main periods of French literature from the beginnings to the contemporary period, with emphasis on culture and civilization. Prerequisite: French 202-203 or advanced placement. *Credit, six hours.* Mrs. Galligan.

[366 FRENCH ROMANTICISM]

Credit, three hours. Mrs. Daniell.

[367 FRENCH REALISM AND SYMBOLISM]

A study of Realism and Symbolism as reflected in various genres. Emphasis on Flaubert and Baudelaire. *Credit, three hours.* Mrs. Daniell.

[368 MODERN FRENCH LITERATURE, 1880-1945]

Credit, three hours. Mrs. Daniell.

[369 CONTEMPORARY FRENCH LITERATURE]

From 1945 to the present. A general study of the main literary movements since 1945. Emphasis on Camus, Sartre and Robbe-Grillet. *Credit, three hours.* Mrs. Galligan.

394 SEMINAR IN SEVENTEENTH CENTURY

A literary study of the representatives of French classicism in religious thought, philosophy, and drama, with some reference to their importance in the development of continental European civilization. *Credit, three hours.* Mrs. Daniell.

395 SEMINAR IN EIGHTEENTH CENTURY

The period of the decline of absolutism, the rise of the bourgeoisie, and the development of the rational spirit as shown in the literature of eighteenth-century France with some emphasis on Franco-American relationships. *Credit, three hours.* Mrs. Galligan.

German**100-101 ELEMENTARY GERMAN**

Introduction to the German language through analysis, contact, and use. Grammar, graded readings, and oral emphasis. Open to students who offer fewer than two units for entrance and to students who cannot qualify for German 202-203. *Credit, six hours.* Mr. Morgan.

202-203 INTERMEDIATE GERMAN

Review of German grammar; introduction of more difficult aspects of the language; readings of appropriate difficulty; practice in the oral and aural skills. Prerequisite:

German 100-101 or a minimum of two units in high school. *Credit, six hours.* Mr. Morgan.

Latin**100-101 ELEMENTARY LATIN**

A course for beginners entailing the fundamentals of the language. *Credit, six hours.* Miss Short.

202-203 INTERMEDIATE LATIN

An intermediate course in Latin designed to prepare the student for work with the more difficult authors. Grammar review, readings from Cicero and Virgil. *Credit, six hours.* Miss Short.

364, 365 ROMAN LITERATURE AND CIVILIZATION

A survey of Latin literature and civilization with emphasis on representative writers. Translation of the prose of Livy, Pliny, the poetry of Horace. Prerequisite: Latin 202-203 or advanced placement. *Credit, six hours.* Miss Short.

366, 367 ADVANCED LATIN READING

Authors studied to be selected by instructor—after consultation with the pre-registered students. MAY BE TAKEN ON MULTIPLE OCCASIONS. Prerequisite: Latin 364, 365 or instructor's permission. *Credit, six hours.* Miss Short.

Spanish**100-101 ELEMENTARY SPANISH**

Introduction to the Spanish language through analysis, contact, and use. Grammar, graded readings, and oral emphasis. Open to students who offer fewer than two units for entrance and to students who cannot qualify for Spanish 202-203. *Credit, six hours.* Staff.

202-203 INTERMEDIATE SPANISH

Review of Spanish grammar; introduction of more difficult aspects of the language; readings of appropriate difficulty; practice in the oral and aural skills. Prerequisite: Spanish 100-101 or a minimum of two units in high school. *Credit, six hours.* Staff.

[304 SPANISH CIVILIZATION]

A survey of the historical development of Spain as a nation and as a people, including her contributions to Western thought in the fields of art, religion, and music. Taught alternately with Spanish 494. *Credit, three hours.* Mr. Ledford.

305 ADVANCED COMPOSITION AND CONVERSATION

Required of majors in Spanish. Sophomores admitted by permission only. *Credit, three hours.* Miss Peaden

306 PHONETICS AND CONVERSATION

Required of majors in Spanish. Sophomores admitted by permission only. *Credit, three hours.* Miss Peaden.

364 SPANISH LITERATURE TO 1800

365 SPANISH LITERATURE FROM 1800 TO PRESENT
A study of the more important works of Spanish literature, particularly as they reflect Spanish life and culture. Alternates with Spanish 366, 367. Prerequisite: Spanish 202-203 or advanced placement. *Credit, six hours.* Mr. Ledford.

[366, 367 SPANISH-AMERICAN LITERATURE AND CIVILIZATION]

A study of representative works of Spanish-American literature, particularly as they reflect the history and civilization of the nations concerned. Alternates with Spanish 364, 365. *Credit, six hours.* Mr. Ledford.

[368 MODERN SPANISH DRAMA]

Open to seniors and to others by special permission. Alternates with Spanish 369. *Credit, three hours.* Mr. Ledford.

369 MODERN SPANISH NOVEL

The modern Spanish novel, beginning with Fernan Caballero. Open to seniors and to others by special permission. Alternates with Spanish 368. *Credit, three hours.* Mr. Ledford.

494 SEMINAR IN CERVANTES AND THE GOLDEN AGE OF SPAIN

Open to juniors by special permission. *Credit, three hours.* Mr. Ledford.

764 THE TEACHING OF FOREIGN LANGUAGE

See page 85. May not be counted toward a major. *Credit, three hours.*

Students desiring study abroad may obtain appropriate credit either by summer study or a year abroad in affiliation with an approved institution.

Advanced German not taught at Meredith is available at North Carolina State University and Shaw University. Russian is available at St. Augustine's, North Carolina State, and Shaw. Italian is offered at North Carolina State University. Students desiring additional work in French and Spanish not offered at Meredith may enroll in courses offered through the program of inter-institutional cooperation.

Students who wish advanced study in any of the foreign languages should consult with the departmental chairman and arrange for it through the Special Studies options listed on page 76.

**HEALTH,
PHYSICAL EDUCATION,
AND RECREATION**

Assistant Professor Massey, *Chairman*; Assistant Professor Allen; Instructors Crigler, Farrell, Stevens, and Vandiver; and Huggins, *Director of Equitation.*

Theory: Health Education**101 CONTEMPORARY HEALTH ISSUES**

A fundamental course in the principles and problems of personal hygiene. Includes discussions based upon student health problems and interests and instruction based upon today's health problems of college students. Two class hours a week for one semester. Offered both semesters. *Credit, one hour.* Miss Farrell.

744 MATERIALS AND METHODS OF HEALTH EDUCATION FOR THE CLASSROOM TEACHER

A course designed to furnish prospective K-3 teachers with information and ideas to be of help in planning, teaching, and evaluating classroom health instruction. Opportunities for lesson planning and teaching of health in the K-3 grade levels. *Credit, two hours.* Miss Farrell.

754 CURRENT HEALTH PROBLEMS AND NEEDS OF CHILDREN IN GRADES 4-9

A course designed to provide factual information and a general understanding of health needs of this age group. Special emphasis on developing and strengthening better attitudes toward health. Familiarizing prospective teachers with current trends and problems associated with grades 4-9, such as sex education, alcohol, drugs, and safety. *Credit two hours.* Miss Farrell.

Theory: Physical Education**744 MATERIALS AND METHODS OF PHYSICAL EDUCATION FOR THE K-3 CLASSROOM TEACHER**

A course designed to prepare the prospective K-3 classroom teachers for teaching physical education at these age levels. Opportunities for observation, lesson planning, teaching and evaluating physical education in these grades. *Credit, two hours.* Mrs. Massey.

754 MATERIALS AND METHODS OF PHYSICAL EDUCATION FOR THE INTERMEDIATE GRADES

A course designed to prepare the prospective teacher in the intermediate grades for teaching physical education. Op-

portunities for observation, lesson planning, teaching and evaluating physical education in grades 4-9. *Credit, two hours.* Mrs. Massey.

Activity: Physical Education and Recreation

Each student is required to take four semesters of physical education (four credit hours). She may choose from any of the activities offered; however, non-swimmers are strongly encouraged to take beginning swimming during one of the four semesters. After a student has met her requirement (four credit hours), she may elect physical education for one semester hour credit each semester up to a maximum of four additional credit hours.

Students may take an activity more than once by moving into the next level. A student may repeat a course at the same level only with special permission granted by the departmental chairman after consultation with the student and upon recommendation from her previous instructor.

Regulation gym suits are required for class and may be purchased from the Meredith Supply Store.

All activity courses carry *one credit hour* per semester.

AQUATICS

- 110 Swimming I - for non-swimmers.
- 210 Swimming II - must be able to swim in deep water.
- 311 Senior Life Saving - for strong swimmers to qualify for Red Cross Senior Life Saving Certificate.
- 312 Water Safety Instructor - Prerequisite: current Red Cross Senior Life Saving Certificate.
- 113 Synchronized Swimming I - fundamentals including stunts, stroke variations and choreography; must be a strong swimmer and know basic strokes.
- 213 Synchronized Swimming II - Prerequisite: P.E. 113.
- 313 Synchronized Swimming - Performing Group; advanced skills with emphasis on show production. Prerequisite: P. E. 113 or equivalent plus try out.

CONDITIONING

- 120 Conditioning - includes jogging and activities for muscle tone, weight and figure control. Requires approval of college physician.

EQUITATION

Before being permitted to ride a student must sign the release form available in the business office. Those who wish to board horses must make arrangements through the Director of Equitation. Students who wish to participate in organized hunts make arrangements through the Director of Equitation.

- 130 Equitation I (Beginner)* - balance seat: suitable for hunting, dressage, three-day events, and combined training and hacking.
- 230 Equitation II* - Prerequisite: P.E. 130 or equivalent.
- 330 Equitation III* - Prerequisite: P.E. 230 or equivalent.
- 131 Equitation I (Beginner)* - saddle pleasure horse seat: suitable for showing and hacking.
- 231 Equitation II* - Prerequisite: P.E. 131 or equivalent.
- 331 Equitation III* - Prerequisite: P.E. 231 or equivalent.

INDIVIDUAL SPORTS

- 140 Archery
- 141 Badminton I (Beginner)
- 241 Badminton II - Prerequisite: P.E. 141.
- 341 Badminton III - Prerequisite: P.E. 241.
- 142 Bowling I* - (taught at Western Lanes).
- 242 Bowling II* - Prerequisite: P.E. 142 or equivalent.
- 143 Golf I*
- 243 Golf II - Prerequisite: P.E. 143 or equivalent.
- 144 Gymnastics I - must be able to do forward roll and support body weight on hands.
- 244 Gymnastics II - Prerequisite: P.E. 144 or consent of instructor.
- 344 Gymnastics III - Prerequisite: P.E. 244.
- 146 Tennis I (Beginner)
- 246 Tennis II - Prerequisite: P.E. 146 or equivalent.
- 346 Tennis III - Prerequisite: P.E. 246 or equivalent.
- 147 Snow Skiing* - taught between semesters (French Swiss Ski College, Boone, North Carolina).

*Special fee.



RHYTHMIC ACTIVITIES

- 151 Ballet
- 152 Folk and Square Dance
- 153 Modern Dance I
- 253 Modern Dance II - Prerequisite: P.E. 153 or equivalent.
- 353 Modern Dance - Performing Group.

TEAM SPORTS

- 161 Basketball
- 164 Volleyball

VARSITY SPORTS

(Intercollegiate competition)

A physical examination immediately preceding sports season is required.

- 470 Badminton
- 471 Basketball
- 473 Swimming
- 474 Tennis
- 475 Volleyball
- 476 Gymnastics

Students who wish special, individual, or group study in Health, Physical Education, or Recreation should consult with the departmental chairman and arrange for it through the Special Studies options listed on page 76.

HISTORY AND POLITICAL SCIENCE

Professor Lemmon, *Chairman*; Professors Burris and F. Grubbs; Associate Professor Gates; Assistant Professors C. Grubbs and Parramore; Instructor Fairchild. The department offers majors in history, American civilization, and non-western civilizations.

Requirements for a Major In History

A major in history consists of twenty-seven hours, chosen from at least two fields (as American, European, Asian), including one course numbered 100, one course numbered 200, 334, and a seminar in history. Major professor, Miss Lemmon.

Requirements for a Major In American Civilization

A major in American civilization consists of thirty-six hours, with a minimum of eighteen hours in American history, including 334 and a seminar in history, and a minimum of fifteen hours of courses related to the American experience selected in consultation with the major adviser from disciplines other than history. Students planning to teach should also elect six hours chosen from European and/or Asian fields. Major professor, Mr. Grubbs.

Requirements for a Major In Non-Western Civilizations

A major in non-western civilizations consists of thirty-six hours, with a minimum of eighteen hours in history, including 325, 334, and a seminar in history, and also nine hours selected from History 104, 105, and non-western courses; and a minimum of fifteen hours in related fields such as anthropology, political science, economics, geography, religion, fine arts. Students planning to teach should also elect six additional hours in American history. Major professor, Mrs. Gates.

History

104 ORIGINS OF WESTERN CIVILIZATION TO 1750

A study of major elements of civilization from pre-historic to approximately 1750. *Credit, three hours. Staff.*

105 DEVELOPMENT OF WESTERN CIVILIZATION SINCE 1750

A study of the rise of modern states in the Western World, the age of revolutions, the rise of nationalism, imperialism, and the crises of the twentieth century. *Credit, three hours. Staff.*

214 AMERICAN HISTORY TO 1876

Emphasis on the period since the Revolution. *Credit, three hours.* Staff.

215 AMERICAN HISTORY SINCE 1876

Emphasis on the twentieth century. *Credit, three hours.* Staff.

224 INTRODUCTION TO NON-WESTERN CIVILIZATIONS

Brief investigations of Middle East, African, East and South Asian civilizations, with emphasis on cultural patterns as differing from western civilization. *Credit, three hours.* Mrs. Gates.

304 ANCIENT CIVILIZATIONS

A study of the cultural and historical characteristics of the earliest civilizations, with special emphasis on the Greek and Roman periods. *Credit, three hours.* Mrs. Grubbs.

[305 EUROPEAN INTELLECTUAL HISTORY]

An inquiry into European thought since the mid-eighteenth century. *Credit, three hours.* Mr. Parramore.

306 THE SOVIET UNION IN THE TWENTIETH CENTURY

A study of the political, social, and cultural development of the Soviet Union since the 1917 Revolution, with special emphasis on its international role. *Credit, three hours.* Mrs. Grubbs.

307 MAIN CURRENTS OF MODERN EUROPEAN HISTORY

Inquiry into the present European situation and its historical roots. *Credit, three hours.* Mr. Parramore.

314 COLONIAL AMERICAN CULTURE (1000-1783)

A study of the Colonial origins of American institutions; Colonial society, the racial make-up of the Colonies; and the Revolutionary Period. *Credit, three hours.* Mr. Grubbs.

315 SOCIAL AND INTELLECTUAL HISTORY OF THE UNITED STATES, 1815-1914

A critical analysis of the growth of American national characteristics, transcendentalism and pragmatism, the impact of science and religion on American thought, and the ideologies of reform. *Credit, three hours.* Miss Lemmon.

316 HISTORY OF THE SOUTH

A topical study of the South with emphasis on the nineteenth century. *Credit, three hours.* Miss Lemmon.

317 HISTORY OF ECONOMIC THOUGHT

See Economics 324. May count as credit in history by students except business and economics majors. *Credit, three hours.*

318 AMERICAN FOREIGN AFFAIRS IN THE TWENTIETH CENTURY

The development of American foreign policy, its history, problems, and future course as related to Europe, Asia, and South America. *Credit, three hours.* Mr. Grubbs.

324 HISTORY OF SOUTH ASIA

Emphasis on India and Pakistan, with some consideration of their cultural and political relations with China. *Credit, three hours.* Mrs. Gates.

325 ASIAN CIVILIZATION

A multidisciplinary course cooperatively taught by lecturers in anthropology, economics, geography, religion, fine arts, and history. *Credit, three hours.* Coordinator, Mrs. Gates.

334 METHODS OF HISTORICAL RESEARCH

Investigation of uses of manuscripts, public documents, and other types of primary source materials; field trips to nearby archives; analysis and organization of materials. Research paper required. Offered both semesters. *Credit, three hours.* Staff.

414 COMMUNITY INTERNSHIP IN HISTORICAL OCCUPATIONS

An introduction to careers in historic sites, museums, and archeology, chiefly under the supervision of the North Carolina Department of Archives and History. Possibility of other activities. May not be counted toward a major. Prerequisite: six hours of United States history, with junior or senior standing. *Credit, three hours.* See the chairman about details.

499 SENIOR SEMINAR

Recommended that students have had research experiences before registering for the seminar. *Credit, three hours.* Staff.

SST 764 THE TEACHING OF HISTORY AND SOCIAL STUDIES IN THE SENIOR HIGH SCHOOLS

Required for secondary teacher certification. May not be counted toward a major. *Credit, three hours.* Mrs. Grubbs.

Political Science

204 MODERN POLITICAL SYSTEMS

A comparison of the governments of the major world powers. *Credit, three hours.* Mrs. Fairchild.

214 AMERICAN NATIONAL GOVERNMENT

A study of the constitutional basis of the national government, the role of the Presidency, Congress, and the courts in the determination of national policy, and the impact of parties, interest groups, and voters on the political system. *Credit, three hours.* Mrs. Fairchild.

**314 STATE AND LOCAL GOVERNMENTS
IN THE UNITED STATES**

Emphasis on North Carolina. *Credit, three hours.* Mrs. Fairchild.

**315 POLITICAL PARTIES AND PRESSURE
GROUPS IN THE UNITED STATES**

Credit, three hours. Mrs. Fairchild.

374 INTRODUCTION TO RESEARCH

For description, see Sociology 374. May count as credit in political science by students except majors in sociology and psychology. *Credit, three hours.*

Courses are also available at Cooperating Raleigh Colleges in African, Far Eastern, French, German, and Middle Eastern history, and in advanced topics in political science.

Students who wish advanced study or research in history or political science should consult the departmental chairman and arrange for it through the Special Studies options listed on page 76.

HOME ECONOMICS

Assistant Professor Stuber, *Chairman*; Associate Professor Sears; Instructors Friedrich, O'Connor, Allred, and Hinson; and Consultant Hopfenberg. The department offers a major in home economics (A.B. or B.S.).

Requirements for a Major**BACHELOR OF ARTS**

Thirty hours in home economics, including 114, 124, 326, 335, 374, and 455 are required for all majors.

BACHELOR OF SCIENCE

Thirty hours in home economics, including 114, 124, 326, 335, 374, 418, 427, and 455. Twenty-two semester hours in related subjects, including Chemistry 111 and 112; Biology 101 and 102; and six semester hours selected from courses in mathematics, physics, chemistry, or biology (microbiology, organic chemistry, and genetics recommended).

Students majoring in home economics may earn teacher certification in any of the following areas: K-3, 4-9, or secondary education.

114 ART IN COSTUME

The application of art principles to clothing selection and costume design. Emphasis on personal appearance. Offered spring semester only. *Credit, one hour.* Mrs. O'Connor.

115 BEGINNING CLOTHING CONSTRUCTION

Basic principles of clothing construction using commercial

patterns. Introduction to occupational clothing. Two lectures and four hours of laboratory. *Credit, three hours.* Mrs. O'Connor.

124 INTRODUCTORY FOODS AND COOKERY

Food selection and preparation. Two lectures and four hours of laboratory. *Credit, three hours.* Mrs. Friedrich.

216 TAILORING

Advanced techniques in clothing selection, fitting, and construction. Application of management and decision making to problems in tailoring. Prerequisite: Home Economics 114 and 115 or proficiency. One lecture and five hours of laboratory. Offered fall semester only. *Credit, three hours.* Ms. Sears.

225 ADVANCED FOOD AND COOKERY

A study of the principles and processes in the preparation and preservation of food, and a consideration of the time and money values involved. Prerequisite: Home Economics 124 or special permission of the departmental chairman. Two lectures and four hours of laboratory. Offered fall semester only. *Credit, three hours.* Mrs. Friedrich.



234 CHILD DEVELOPMENT

A study of the behavior and development of pre-school children. Observation of and participation in the care and guidance of a group of pre-school children at the Raleigh Pre-School. Introduction to occupations. Two lectures and three hours of laboratory. *Credit, three hours.* Mrs. Stuber and Mrs. Hopfenberg.

244 INTERIOR DESIGN

A course to familiarize the student with historical and contemporary home furnishings and decoration. A study of house planning, including floor plans, site, cost, legal matters, and landscaping. Studio problems in interior design. Six hours a week. (Also offered as Art 244.) *Credit, three hours.* Mrs. Allred.

317 FLAT PATTERN DESIGN

Fundamental principles of pattern modification and development by the flat pattern method. Interrelated factors in fitting and flat pattern design. Prerequisite: Home Economics 114 and 115 or 216. One lecture and five hours of laboratory. Offered spring semester only. *Credit, three hours.* Ms. Sears.

326 MEAL MANAGEMENT

A course designed to apply the principles of nutrition and cookery to the planning, preparation, and service of meals of various types and costs, with special emphasis on consumer buying practices and their relation to the food budget. Introduction to occupational foods. Prerequisite: Home Economics 124. Two lectures and four hours of laboratory. *Credit, three hours.* Mrs. Friedrich.

335 MARRIAGE AND FAMILY RELATIONSHIPS

A functional course designed to help the student achieve an understanding of personality backgrounds, processes of mate selection, courtship, and marital adjustment as related to successful marriage and family living. *Credit, three hours.* Mrs. Stuber.



345 HOUSEHOLD EQUIPMENT

The selection, care, and use of common types of household equipment. Offered fall semester only. *Credit, three hours.* Miss Hinson.

347 CHILD GROWTH AND DEVELOPMENT

See Education 347. *Credit, three hours.*

354 HUMAN GROWTH AND DEVELOPMENT

See Education 354. *Credit, three hours.*

355 HOME MANAGEMENT THEORY AND CONSUMER EDUCATION

Use of human and material resources to promote individual and family development. Emphasis on management of resources including time, energy, money, and materials. Problems in consumer buying and money management. *Credit, two hours.* Ms. Sears.

365 OCCUPATIONAL HOME ECONOMICS

Inquiry into entry level employment, job opportunities and associated skill requirements related to Home Economics. Includes field experience. Two lectures. *Credit, two hours.* Ms. Sears.

374 CONSUMER ECONOMICS

See Economics 374. *Credit, three hours.* Mrs. Simmons.

418 TEXTILES

Textiles from raw materials through manufacturing and finishing of fabrics from the consumer viewpoint. Offered spring semester only. *Credit, three hours.* Ms. Sears.

427 NUTRITION

Elementary principles of nutrition with practical application in planning diets for normal families. Offered spring semester only. *Credit, three hours.* Mrs. Friedrich.

446 HOUSEHOLD FURNISHINGS LABORATORY

An opportunity to develop some skill in designing window treatments and bedspreads and in refinishing and reupholstering furniture. Introduction to occupations. *Credit, three hours.* Mrs. Allred.

455 HOME MANAGEMENT — RESIDENCE

Prerequisite or parallel: Home Economics 355 (home management). Residence in Ellen Brewer House. *Credit, three hours.* Ms. Sears.

764 METHODS OF TEACHING HOME ECONOMICS

May not be counted toward a major. *Credit, three hours.* Mrs. Stuber.

Students who wish advanced study in home economics should consult with the departmental chairman and arrange for it through the Special Studies options listed on page 76.

MATHEMATICS

Associate Professor Davis, *Chairman*; Assistant Professor Preston; and Instructors Bouknight, Spooner, and Taylor. The department offers a major in mathematics (A.B. or B.S.).

Requirements for a Major

BACHELOR OF ARTS

Twenty-four hours in mathematics above the 100 level, including 211, 212, 213, 220, and 321. Mathematics 499 is recommended. The department *requires* the major to include at least six hours in the area of the natural sciences. Chemistry 111, 112 or Physics 221-222 are recommended.

BACHELOR OF SCIENCE

Thirty-three hours in mathematics above the 100 level, including 211, 212, 213, 220, 321, 410, 411 and either 499, independent study, or directed individual study. The department *requires* the major to include Chemistry 111; Physics 221-222; five courses chosen from the areas of natural science, economics (not offered to satisfy area distribution requirements), computer science or statistics; and proficiency through the beginning level in French or German. (For the student with career interest in mathematics related to the biological or life sciences, Biology 101 may be substituted for Chemistry 111 upon consultation with the departmental chairman.)

Requirement for Certification

For non-mathematics majors: 100 is required at the early childhood level, 100 and 110 are recommended at the intermediate level, and any three hours of math at the secondary level.

For mathematics majors: 100 is not recommended for any mathematics major. The mathematics requirement is satisfied by the courses in the major. Students wishing to teach secondary mathematics must have credit for 334 and must have a total of thirty hours of credit in mathematics, including the 100 level.

Advanced Placement In Mathematics

Upon entering Meredith, a student may be placed in 100, 110, 211, or 212 depending upon her high school record, scores from the mathematics section of the Scholastic Aptitude Test, and her performance on a departmental placement test. Each year during orientation, the department gives tests in algebra, trigonometry, and introductory calculus; and if satisfactory scores are attained, credit will be given for the appropriate courses. Also, any student

enrolled in an advanced placement mathematics course in her senior year may request placement in 212 with credit for 211 upon presentation of satisfactory scores on the proper examination.

FOUNDATIONS

100 FUNDAMENTAL CONCEPTS OF MATHEMATICS

Includes set theory, numeration systems, abstract mathematical systems, laws of logic, geometry, and probability. May not be counted toward a major. *Credit, three hours.* Staff.

ANALYSIS

110 ELEMENTARY FUNCTIONS

Includes the definition of function and the algebra of functions, polynomial and rational functions, exponential functions, logarithmic functions, trigonometric functions, and functions of two variables. May not be counted toward a major. *Credit, three hours.* Staff.

211 INTRODUCTORY CALCULUS

Introduces the ideas of derivatives and integrals with their principal interpretations and interrelations and develops the similar techniques of differentiation and integration for the elementary functions studied in Mathematics 110. *Credit, three hours.* Staff.

212 MATHEMATICAL ANALYSIS I

A continuation of the calculus of functions of one variable and an introduction of multivariable calculus. *Credit, three hours.* Staff.

213 MATHEMATICAL ANALYSIS II

A continuation of 212 with a study of the theory and techniques of the calculus. Prerequisite: Mathematics 220. *Credit, three hours.* Staff.

314 ADVANCED MULTIVARIABLE CALCULUS

The differential and integral calculus of Euclidean 3-space, using vector notation, leading up to the formulation of solution (in simple cases) of the partial differential equations of mathematical physics. Prerequisite: Mathematics 213. Offered spring semester only. *Credit, three hours.* Staff.

410, 411 ADVANCED CALCULUS I AND II

Includes the real numbers, complex numbers, set theory, metric spaces, Euclidean spaces, continuity, differentiation, the Riemann-Stieltjes integral, and series. Mathematics 410 offered spring semester only. Mathematics 411 offered fall semester only. *Credit, three hours each semester.* Mr. Davis.

ALGEBRA**220 LINEAR ALGEBRA**

A study of vector spaces and linear transformation, matrices, and determinants. *Credit, three hours. Staff.*

321 MODERN ABSTRACT ALGEBRA

A study of general algebraic systems beginning with the set and proceeding through groups, rings, and fields. *Credit, three hours. Mrs. Spooner.*

GEOMETRY**334 MODERN COLLEGE GEOMETRY**

Designed to differentiate and compare metric and non-metric absolute and Euclidean geometry with emphasis given to the metric approach. Also, an introduction to hyperbolic geometry, one of the non-Euclidean geometries. Prerequisite: four semesters of math above Mathematics 100. Offered spring semester only. *Credit, three hours. Mrs. Taylor.*

STATISTICS**240 INTRODUCTION TO PROBABILITY AND STATISTICS**

Includes probability as a mathematical system, random variables and their distributions, limit theories and topics in statistical inference. Prerequisite: Mathematics 211.

Offered spring semester only. *Credit, three hours. Mrs. Bouknight.*

341 ADVANCED PROBABILITY AND STATISTICS

A study of statistical theory and inference from data. Includes estimation, decision theory, testing hypotheses, relationships in a set of random variables, and linear models and design. Offered fall semester only. *Credit, three hours. Mrs. Bouknight.*

499 SEMINAR IN ADVANCED MATHEMATICS

Prerequisite: senior standing. *Credit, three hours. Staff.*

764 METHODS OF TEACHING SECONDARY MATHEMATICS

May not be counted toward a major. Offered spring semester only. *Credit, three hours. Mrs. Preston.*

Courses are also available at North Carolina State University under the interinstitutional cooperation plan in theory of equations, intermediate and advanced differential equations, history of mathematics, boundary value problems, numerical analysis, computer science, and statistics.

Students who wish advanced study and research in mathematics should consult with the departmental chairman and arrange for it through the Special Studies options listed on page 76.



MUSIC

Associate Professor David Lynch, *Chairman*; Professors Pratt and Donley; Assistant Professors Clyburn, Garriss, Haeseler, Hardison, and Klausmeyer; Instructor Sullivan; Special Instructors Banks, Beyer, Daugherty, Farrington, Gilmore, Goode, Ham, Kort, Long, Marilyn Lynch, Mann, Miller, Nielson, Parkes, Schlageter, Slaughter, Southwick, and Wencel. The department offers majors in music (A.B.), music education and applied music (Mus.B.).

Students wishing to major in any branch of music must demonstrate to the music faculty that their talent and training are such that they are qualified to carry on the work. An audition and personal interview with members of the music faculty are prerequisites for admission into a music program; in some cases, a tape recording may be sent in lieu of an audition.

Requirements for a Major

BACHELOR OF ARTS

The Bachelor of Arts in music is intended for the student who wishes music to be part of a total liberal arts program or for the student who may wish to do graduate study in musicology, music history, or composition. It is a non-professional, non-performance degree; it is not intended to prepare the student for a graduate program in applied music.

The candidate for the degree of Bachelor of Arts with a major in music must fulfill the same requirements as candidates for the degree with majors in other fields (pages 56-57). The student must take at least 76 semester hours in liberal arts and science subjects other than music—44-56 hours in prescribed subjects and area distribution requirements (pages 56-57), and 20-32 hours in electives. The student must take at least 48 hours in music as follows:

Music courses	29
Theory 100, 101, 202, and 203	16
Introduction to Music 214	3
History of Musical Styles and Structures 315, 316	8
Seminar 494	2
Applied music and electives	19
Minimum in applied music	8
Electives	11
(Applied music, music literature, theory, music education, or ensemble)	

BACHELOR OF MUSIC

The four-year Bachelor of Music degree with a major in either music education or applied music seeks to produce competent, practical musicians who are well versed in the

liberal arts. Requirements for the degree as outlined below are planned with this aim.

LIBERAL ARTS AND SCIENCES

Prescribed subjects	
English composition	3
A three-hour course in major British authors	3
Foreign language	0-12
Each student will be required to demonstrate a proficiency in one language comparable to that attained by the end of her first college year of the language except that applied music majors in voice must attain proficiency at that level in two of the following: French, German, or Italian.	

Religion	6
A six-hour introduction to the Old and New Testaments or	
A three-hour introduction to Biblical literature and one advanced three-hour course	
Physical education	4
Freshman colloquium	1
Area distribution requirements in addition to prescribed subjects	
Subjects in natural sciences and mathematics area	3-4
Subjects in social sciences area	6
Electives in subjects other than music	5-18*
Music courses	27
Theory 100, 101, 202, and 203	16
Introduction to Music 214	3
History of Musical Styles and Structures 315, 316	8
Piano proficiency	

Additional Requirements for Applied Music Major

REQUIREMENTS FOR A MAJOR IN

APPLIED MUSIC	53
Music Literature 215, 216	2
Teaching of Applied Music 320, 321	4
Seminar 494	2
Electives in music	15**
At least 6 hours must be music courses; no more than 9 hours may be applied music.	
Organ majors must take Counterpoint 300, 301, and Service Playing 305, 306.	

* Music education majors should keep in mind that North Carolina teacher certification requirements specify the following areas:

Social sciences—6 hours (to total 12 including history and at least 2 of the following: anthropology, economics, geography, political science, and sociology).

Natural sciences—3-8 (to total 6-8 hours)

Mathematics —0-3 (to total 3 hours)

** A maximum of 4 hours credit for ensemble will be counted toward the 124 hours minimum required for graduation.

Applied Music	30
A minimum of 24 hours must be in principal applied study, four in secondary applied study (ies),*** and two in Ensemble.	

Additional Requirements for Music Education Major

<i>REQUIREMENTS FOR A MAJOR IN MUSIC EDUCATION</i>	53
Education 234	3

Materials and Methods for Teaching Music in Grades K-6 Ed. 730 Mus.	3
Materials and Methods for Teaching Music in Grades 7-12 Ed. 731 Mus.	3
Education courses according to needs of student ...	6
Education 439	6
Orchestration 304	2
Applied Music	30
Including the following 12 hours and proficiencies:	
Winds and Percussions 224, 225	4
Strings 226, 227	4
Conducting 420, 421	4
Non-singers—proficiency of freshman voice	
Non-pianists—proficiency of freshman piano	
Principal applied—sufficient to make 4 appear- ances on student recitals and a partial senior recital.	

Equipment and Facilities

The Department of Music is housed in Jones Hall, constructed in 1950. Eight grand pianos, thirty-six upright pianos, two three-manual concert organs, four two-manual organs, and numerous orchestral instruments furnish ample equipment for effective teaching. The record library contains 2,200 recordings. Many scores and listening facilities are also available in the Carlyle Campbell Library.

Performance Requirements

Performance is at the core of the music curriculum. Every musician performs regularly—whether on stage, in church, in the classroom, or in the studio—in every way that he puts into action his musical training. Consequently, a great deal of emphasis is placed upon developing skills of performance.

Specifically, the following minimum requirements apply: Bachelor of Arts music majors and Bachelor of Music music education majors perform at least once each year in student recitals and present a partial graduation recital. Applied music majors in the Bachelor of Music program perform at least twice each year (except in the freshman

year, when they perform once) in student recitals and present a partial junior recital and a full graduation recital.

Performances in recitals and in jury examinations given each semester in all applied music courses are given from memory.

Students taking part in any public performances other than those sponsored by the Department of Music must consult with their respective teachers in advance.

Piano Proficiency

All students in the Bachelor of Music degree program must pass an examination designed to include basic aspects of practical musicianship needed to be effective in both classroom and studio situations.¹ Music education majors must pass piano proficiency before student teaching. The examination includes prepared performance of national songs, cadences, scales, arpeggios, harmonization, transposition, and sight-reading.

Student Recitals

Varied student recital programs and Department of Music convocations are held Thursday afternoons. All majors, as well as all college students registered for two or more hours of applied music, are required to attend.

Concerts

Each year the Meredith Cultural Affairs Committee and the Department of Music bring to the campus distinguished performers and lecturers. A number of artists, ensembles, and orchestras perform in Raleigh under sponsorship of the *Friends of the College* and the *Chamber Music Guild*. Concerts provided by organizations such as the *North Carolina Symphony*, the *National Opera Company*, the *Raleigh Oratorio Society*, the *American Guild of Organists*, and the *Raleigh Music Club* are also open to students. Members of the Meredith faculty are active as recitalists and students themselves provide a large number of musical programs.

It is absolutely essential that music students expose themselves to as large and varied a selection of these performances as possible. All music majors are expected to attend at least 60 per cent of the many musical programs offered on the Meredith campus, in addition to all Thursday student recitals. This experience is an integral part of music studies, directly related to performance, literature, history, theory, and education.

Preparatory Division

Through a large Preparatory Division, the Department of Music provides instruction in applied music and theory to non-college students of all ages within the Raleigh area.

*** Students whose principal applied study is not piano must attain the level of Piano 144 for at least one semester.

¹These students must attain the level of Piano 144 for at least one semester.

Registration in the Preparatory Division is on a semester-to-semester basis. An audition is required for admission; continuation from one semester to another is contingent upon satisfactory progress.

THEORY

100, 101 ELEMENTARY THEORY

Introduction to the theory of music with a heavy emphasis on rhythm and ear-training. Fundamental aspects of harmony and melody in Western music explored in detail. A reasonable grasp of diatonic sevenths and secondary dominants in carefully voiced chord progressions, both in the written work and at the keyboard, expected of students completing the course. Prerequisite: Theory 100 before 101. Five class hours weekly. *Credit, four hours each semester.* Mr. Klausmeyer.

202, 203 ADVANCED THEORY

A continuation of Theory 100, 101. Review of Theory 101, followed by a study of modulations, chromatically altered chords and ninth, eleventh and thirteenth sonorities as found in the works of major baroque, classic, and romantic composers. Continuing emphasis on ear-training and keyboard. Prerequisite: Theory 101 before 202; 201 before 203. Five class hours weekly. *Credit, four hours each semester.* Mr. Klausmeyer.

204 MUSIC FUNDAMENTALS

A study of pitch, scales, keys and key signatures, rhythm and time signatures, rhythmic reading, and elementary chords and their functions. Melodic, harmonic, and rhythmic dictation and basic keyboard harmony included. Not open to students who have completed Theory 101 but may be required of music majors not yet ready for 101. *Credit, three hours.* Miss Haeseler, Mrs. Long, and Mrs. Lynch.

300, 301 COUNTERPOINT

Contrapuntal techniques of the seventeenth and eighteenth centuries with a survey of modal practices in the sixteenth century and techniques of the twentieth century. Prerequisites: Theory 203 before 300 and 300 before 301. *Credit, two hours each semester.* Mrs. Lynch.

304 ORCHESTRATION

A study of the instruments of the orchestra. Arranging music for various groups of instruments and for full orchestra. Prerequisite: Theory 203. *Credit, two hours.* Mrs. Garriss.

305, 306 SERVICE PLAYING

Basic problems and techniques of playing for religious services of all denominations. *Credit, one hour each semester.* Mr. Lynch.

404 COMPOSITION

Composition in various forms for voice, chorus, individual instruments and combinations of instruments, following largely the inclination of the student. Prerequisite: Theory 101. May be repeated for credit. *Credit, two hours.* Mr. Klausmeyer.

HISTORY AND LITERATURE

214 INTRODUCTION TO MUSIC

A course designed to impart an understanding of music as an element of liberal culture and to develop the power of listening intelligently. Masterworks in music literature learned. No technical knowledge required. *Credit, three hours.* Mrs. Kort.

215, 216 MUSIC LITERATURE

A continuation of the principles of learning and listening to music related to music history. Emphasis on music of the twentieth century. *Credit, one hour each semester.* Mr. Klausmeyer.

315, 316 HISTORY OF MUSICAL STYLES AND STRUCTURES

A study of the development of music in western civilization, relating music to a historical context. Analysis of music of various periods as well as student compositions in various period styles. Five class hours weekly. *Credit, four hours each semester.* Mr. Lynch.

494 SEMINAR

Research in problems related to music literature, theory or performance, selected by individual students or by the class. *Credit, two hours.* Mr. Lynch.

MUSIC EDUCATION

224, 225 WIND AND PERCUSSION INSTRUMENTS

Techniques of playing and teaching important woodwind, brass, and percussion instruments. *Credit, two hours each semester.* Miss Haeseler.

226, 227 STRING INSTRUMENTS

A practical study of string instruments with emphasis on the violin, including teaching methods. *Credit, two hours each semester.* Mrs. Garriss.

320, 321 TEACHING OF APPLIED MUSIC

Methods of teaching beginning and moderately advanced students in applied music. Laboratory work involving teaching beginning and intermediate students each semester. *Credit, two hours each semester.* Staff.

420, 421 CONDUCTING AND CHORAL LITERATURE

Essentials in conducting including choral literature, rehear-

sal techniques, and vocal arranging. Three class hours weekly. *Credit, two hours each semester.* Miss Haeseler.

730 MUS. MATERIALS AND METHODS FOR TEACHING MUSIC IN GRADES K-6

Survey of the materials and methods for the presentation of singing, rhythmic, instrumental, creative and listening activities to the child in grades K through 6. Prerequisite: Theory 102. *Credit, three hours.* Miss Haeseler.

731 MUS. MATERIALS AND METHODS FOR TEACHING MUSIC IN GRADES 7-12

A study of the development characteristics of adolescents with special attention to boys' changing voices, the general music class including the unit method of study, rehearsal techniques, classroom management problems. *Credit, three hours.* Miss Haeseler.

744 MUS. GRADED MATERIALS AND METHODS

Designed to lead toward an understanding of the presentation of singing, rhythmic, instrumental, listening, and creative activities to the child in grades K through 3. Presented through a sequence of related activities. Not open to students who have completed 730 MUS. Prerequisite: Music 204 or permission of the instructor. *Credit, three hours.* Miss Haeseler.

ENSEMBLES

All music majors are required to participate in ensemble each semester (except possibly the first semester of the freshman year). At least two semesters must be in a choral ensemble.¹ In all ensembles, attendance at two to three hours of rehearsal each week and at all performances is required.

234 CHORUS

Two semesters required for all students majoring in music. Open to all students without audition. Provides music for various college functions and gives concerts on and off campus. *Credit, one hour each semester.* Mrs. Farrington.

235 RENAISSANCE SINGERS

A select group of about twenty-five, devoted to the *capella* performance of Renaissance and early Baroque choral music, both sacred and secular. Admission by audition only. Prerequisite: at least one semester of Chorus. *Credit, one hour each semester.* Mrs. Sullivan.

236 ACCOMPANYING

All students whose principal applied study is piano or organ expected to fulfill at least two semesters of their

ensemble requirements in accompanying. Work in preparation of a recital for one student, of lessons and a jury examination for two students, or accompanying an ensemble. Time involved not to exceed six hours per week, including both lesson and practice time (six hours per week for one student preparing a recital or three hours per week for each of two students preparing lessons and jury examinations). *Credit, one hour each semester.*

237 INSTRUMENTAL ENSEMBLE

Rehearsal and performance of works taken from standard ensemble literature; open to all qualified students by arrangement with the music faculty. *Credit, one hour each semester.* Mrs. Garriss.

238 ORCHESTRA

Rehearsal and performance of works in the standard symphony orchestra literature. *Credit, one hour each semester.* Mr. Wencel.

334 MEREDITH CHORALE

A select group of about thirty-five singers who represent the College on campus and on tour. Admission by audition only. Prerequisite: at least one semester of Chorus. *Credit, one hour each semester.* Mrs. Sullivan.

335 PIANO ENSEMBLE

Study of works for piano, four hands, or two pianos. *Credit, one hour each semester.* Staff.

434 VOCAL ENSEMBLE

A group of about twelve singers who perform literature covering material from all musical periods and styles, both on campus and off. Admission by audition only to qualified members of the Meredith Chorale. *Credit, one hour each semester.* Miss Donley.

Applied Music

Teacher assignments in applied music are made by the chairman of the Department of Music, in consultation with coordinators in each applied area. Requests for specific teachers will be taken into consideration, if possible.

Each course in applied music requires the following amount of weekly practice time: six hours per week for the first hour's credit and three hours per week for each additional credit hour. The following formula applies:

Semester Hours Credit	Weekly Half- Hour Lessons	Weekly Practice Hours
1	1	6
2	2	9
3	2	12
4	2-3	15

¹ Note restriction on ensemble credits, page 68.

Piano

Mr. Pratt, Mr. Clyburn, Mrs. Beyer, Mrs. Daugherty, Mrs. Ham, Mrs. Kort, Mrs. Banks, Mr. Hardison, Mrs. Miller.

The materials used for technical development are variable, depending on the concepts of the teacher and the individual needs of the pupil. A thorough knowledge of all scales and arpeggios should be established before a pupil enters Piano 144.

Functional piano (for the classroom and in preparation for Piano Proficiency) is available in group instruction.

040 BEGINNING CLASS PIANO

Introduction to fundamentals of the keyboard. Transposition, harmonization of folk songs and popular songs, sight-reading, ensemble playing. *Credit, one hour.*

041 INTERMEDIATE CLASS PIANO

A continuation of Piano 040. Advanced harmonizations and study of representative music from the classical repertoire. Prerequisite: Piano 040 or permission of the instructor. *Credit, one hour.*

044 PREPARATORY PIANO

A maximum of six semester hours of this work for credit permitted.

144 FRESHMAN PIANO

Bach *Inventions, Preludes, Suites; Sonatas* of the difficulty of the Haydn, Mozart, and Beethoven *Sonatas*; Chopin works of moderate difficulty; other classical, romantic, impressionistic, and contemporary composers.

244 SOPHOMORE PIANO

Bach *Sinfonias, Well-Tempered Clavier, Suites, Partitas*; Haydn, Mozart, and Beethoven *Sonatas*; Chopin works of modern difficulty; other classical, romantic, impressionistic, and contemporary composers.

344 JUNIOR PIANO

Bach, *Well-Tempered Clavier, Toccatas, Partitas*, etc.; Mozart and Beethoven *Sonatas*; Chopin *Etudes, Impromptus, Scherzi, Ballades*, etc.; other classical, romantic, impressionistic, and contemporary composers.

444 SENIOR PIANO

Bach *Well-Tempered Clavier, Chorale-Preludes*, and larger works; *Sonatas* of greater difficulty; *Concerti*; other classical, romantic, impressionistic, and contemporary works suitable for senior recitals.

Organ

Mr. Lynch, Mrs. Lynch, Mr. Parkes, Mrs. Long.

145 FRESHMAN ORGAN

Manual and pedal technique. Bach *Eight Little Preludes*

and *Fugues, Orgelbuechlein*, Dupre *Seventy-Nine Chorales*, works of comparable difficulty from all periods; hymn playing.

245 SOPHOMORE ORGAN

Bach *Preludes and Fugues* of the first master period, *Chorale Preludes, Trio Sonatas*; works of Mendelssohn, Franck, and other romantics; selected twentieth-century and pre-Bach repertoire; accompanying.

345 JUNIOR ORGAN

Bach, smaller works of the mature master period; selected romantic works of French and German composers; twentieth-century works of comparable difficulty to Hindemith *Sonatas*; larger works of early Baroque.

445 SENIOR ORGAN

Bach, larger works of the mature master period; compositions of Franck, Widor, Vierne, Mendelssohn, Reger, and other romantics; early Baroque, larger twentieth-century compositions.

Violin

Mrs. Garriss, Mrs. Mann, Mr. Southwick, Mr. Wencil.

164 FRESHMAN VIOLIN

Thorough study of bowing and left-hand technique; Laoureux *Etudes*, Bk. II; Mazas Op. 36; concertos by De Beriot and Accolay; sonatas by Schubert.

264 SOPHOMORE VIOLIN

Scales and arpeggios in three octaves; Mazas *Etudes Speciales*, Kreutzer *Etudes*; sonatas of Corelli and Handel; concertos by Rode, Viotti, and Kreutzer.

364 JUNIOR VIOLIN

Technical work continued; etudes by Kreutzer and Fiorillo; sonatas by Mozart and Beethoven; concertos by Viotti, Kreutzer, and Mozart.

464 SENIOR VIOLIN

Scales in thirds and octaves; etudes by Rode and Gaviniès; concertos by Vieuxtemps, Wieniawski, Godard, and others; sonatas by Bach, Tartini, and Beethoven.

Orchestral Instruments

Courses are also available in the following applied studies:

CELLO 166, 266, 366, 466

Mrs. Gilmore.

FLUTE 174, 274, 374, 474

Mrs. Neilson.

Courses in other instruments are made available upon demand, when qualified instructors can be engaged to teach



them. Under the interinstitutional cooperation plan, lessons in some orchestral instruments are available at North Carolina State University. Credit and placement are earned on the same basis as other applied music.

Voice

Miss Donley, Mrs. Sullivan, Mrs. Farrington, Mrs. Goode, Mrs. Schlageter.

054 PREPARATORY VOICE

A maximum of six semester hours of this work for credit permitted.

154 FRESHMAN VOICE

Position and poise of the body, strengthening exercises for the vocal mechanism, supplemented by technical exercises with musical figures for the development of vocal freedom. Simpler songs from classical literature. English and Italian pronunciation.

254 SOPHOMORE VOICE

Technical work of the freshman year continued; scales and staccato exercises. Moderately difficult songs by composers of romantic and contemporary literature. French and German pronunciation.

354 JUNIOR VOICE

More advanced technique and vocalizations. Advanced literature. Introduction of oratorio and operatic repertoire.

454 SENIOR VOICE

Technical work continued, stressing flexibility. Total repertory to include four arias from operatic literature; four arias from oratorio literature; twenty songs from the classic and romantic literature; twenty songs from modern literature.

Students who wish advanced study in music should consult with the departmental chairman and arrange for it through the Special Studies options listed on page 76. Courses are also available in music through the Cooperating Raleigh Colleges.

PSYCHOLOGY

Associate Professor Huber, *Chairman*; Associate Professor Mason, Assistant Professors Aubrecht and Sutherland. The department offers a major in psychology.

Psychology 100 is a prerequisite for all courses.

Requirements for a Major

A minimum of twenty-four semester hours in psychology including 100, 201, and 374. *The psychology curriculum is under revision; therefore, all majors should check with their advisers concerning requirements.*

100 GENERAL PSYCHOLOGY

An introduction to the scientific study of behavior, including such topics as maturation and development, motivation, emotion, learning and thinking, and individuality and personality. *Credit, three hours. Staff.*

104 PSYCHOLOGY OF ADJUSTMENT

Basic characteristics of healthy development and the dynamics of adjustment and constructive behavior in response to stress, frustration, conflict and other thwarting situations. *Credit, three hours. Staff.*

201 EXPERIMENTAL PSYCHOLOGY

An introduction to experimental research in psychology including such areas as perception, conditioning and motivation, memory and cognition, social psychology. Lecture and lab. *Credit, four hours. Staff.*

204 DEVELOPMENTAL PSYCHOLOGY: LIFE SPAN

The effects of physical and social factors on human development from conception to death, with major emphasis on childhood and adolescence. Included topics: physical, perceptual, motor, language, cognitive, emotional, moral, and social development. *Credit, three hours. Staff.*

205 PSYCHOLOGY OF EXCEPTIONAL CHILDREN

An introduction to the psychological characteristics of the major types of exceptional children and adolescents, including the gifted, retarded, and emotionally disturbed; persons with speech, hearing, visual, and crippling health disabilities; and those with major specific learning disabilities. *Credit, three hours. Staff.*

236 DEVELOPMENTAL PSYCHOLOGY: CHILDHOOD

Emphasis on human development through childhood including those topics of development covered in the Life Span course (235). Secondary attention will be given to adolescence and adulthood. Credit for this course or Life Span but not both. (Designed for those who plan careers with young children; counts on K-3 teacher education.) *Credit, three hours. Staff.*



RELIGION AND PHILOSOPHY

Professor Crook, *Chairman*; Professors Cochran and McLain; Assistant Professor Page; and Visting Lecturer Newman. The department offers a major in religion.

Requirements for a Major

Twenty-four hours in religion, including 497.

Religion

Prerequisite to all other courses in religion: Religion 101 and 102 or Religion 121.

101, 102 AN INTRODUCTION TO THE OLD AND NEW TESTAMENTS

A study of the central meaning of the Bible. Not open to students who have taken Religion 121. *Credit, six hours.* Staff.

121 AN INTRODUCTION TO BIBLICAL LITERATURE AND HISTORY

A study of the making and the preservation of the Bible; the literature and history of the Hebrews; the ministry of Jesus; and the early church. Not open to students who have taken Religion 101 and/or 102. *Credit, three hours.* Staff.

247 WORLDWIDE CHRISTIANITY

The world mission of the Christian religion as it confronts the modern scientific age. *Credit, three hours.* Mr. McLain.

248 THE RELIGIONS OF MANKIND

A survey and analysis of the great religions of the world in their interrelationships, with an effort to understand what would be an adequate religion for modern man. *Credit, three hours.* Mr. McLain.

255 THEOLOGY AND CONTEMPORARY LITERATURE

A study of religious themes in contemporary novels and drama, together with an introduction to film as a contemporary art form. Typical authors examined: Beckett, Camus, Kafka, Salinger, Silone, Steinbeck, Tennessee Williams, and Updike. *Credit, three hours.* Mr. Cochran.

265 THE PROPHETIC ELEMENT IN RELIGION

A study of the prophetic books of the Old Testament, with attention to their contemporary value. *Credit, three hours.* Mr. Crook.

266 PAULINE LITERATURE

The development of early Christian life and thought as found in the work and writings of Paul. *Credit, three hours.* Mr. Page.

304 PSYCHOLOGICAL TESTING AND EVALUATION

A study of the principles of psychological testing, and of the role of testing in evaluation in educational and several other settings. An introduction to the major types of tests including tests of general and special abilities, aptitude, achievement, interests, and personality. *Credit, three hours.* Staff.

305 THEORIES OF PERSONALITY

Major contemporary theories of personality. Theories evaluated in light of research findings. *Credit, three hours.* Staff.

306 ABNORMAL PSYCHOLOGY

A study of major forms of behavior pathology, including neuroses, psychoses, character disorders, alcoholism, and drug addiction. Suggested prerequisite Psychology 104. *Credit, three hours.* Staff.

374 INTRODUCTION TO RESEARCH

See Sociology 374 for description.

407 SOCIAL PSYCHOLOGY

A study of the theories and research relevant to interpersonal influence, the ways in which an individual is influenced by other people. Included topics: attitude change, conformity, interpersonal attraction, affiliation and emotion, person perception, aggression, and altruism. Suggested prerequisite Psychology 201. *Credit, three hours.* Staff.

270 CHRISTIAN ETHICS

The province, presuppositions, and ideal of the Christian ethic and its meaning for specific problems. *Credit, three hours.* Mr. Crook.

331 SOCIOLOGY OF RELIGION

Also available as Sociology 331. A study of the characteristics of American religious groups and the social functions and dysfunctions of religious organizations. *Credit, three hours.* Mr. Crook and Miss Syron.

351 CHRISTIAN EDUCATION

The principles and techniques of Christian leadership. *Credit, three hours.* Mr. McLain.

361 HISTORY OF CHRISTIANITY

An examination of major figures and movements in the development of Christianity, concentrating on the Medieval, Reformation, and Modern Periods. *Credit, three hours.* Mr. Cochran.

364 RELIGION IN AMERICA

A brief survey of religious issues in American history from the colonial period to the present, followed by a contemporary analysis of the three major religious bodies in America: Protestantism, Catholicism, and Judaism. A number of fringe sects or cults examined. *Credit, three hours.* Mr. Cochran.

369 FOUNDATIONS OF CHRISTIAN THOUGHT

An introduction to Christian beliefs which explores such issues as the problems of religious knowledge, the existence of God, the problem of evil or suffering, the meaning of Christ, and the nature of faith. Introductory readings by Kierkegaard, Bonhoeffer, Tillich, and other contemporary thinkers. *Credit, three hours.* Mr. Cochran.

372 PSYCHOLOGY OF RELIGION

A study of the results of psychological analysis of religious experiences. *Credit, three hours.* Mr. McLain.

380 RELIGION IN CONTEMPORARY SOCIETY

A study of the interplay of religion and social, economic, and political changes. *Credit, three hours.* Mr. Crook.

497 SEMINAR

Open to seniors who have had a minimum of twelve hours in religion. Required of majors. *Credit, three hours.* Staff.

Philosophy**223 INTRODUCTION TO PHILOSOPHY**

A student-developed course, the method differing from year to year. Lectures, discussions, student reports on materials chosen by the reporters. *Credit, three hours.* Mr. Newman.

351 HISTORY OF ANCIENT AND MEDIEVAL PHILOSOPHY

A survey of the development of basic ideas from their inception in ancient Greece to the time of the European Renaissance. *Credit, three hours.* Mr. Newman.

352 MODERN PHILOSOPHY

A survey of philosophy since the Renaissance with particular attention to the development of contemporary schools of thought. *Credit, three hours.* Mr. Newman.

Students who wish community internships or advanced study or research in religion and philosophy should consult with the departmental chairman and arrange for it through the Special Studies options listed on page 76.

SOCIOLOGY

Professor Syron, *Chairman*; Associate Professor Tucker¹; Assistant Professor Turlington; Instructors DeBerry and Sumner; and Visiting Lecturers Davis, Mackie, Mustian, and Props; Consultant Cook. The department offers a major in sociology and a certificate in social work.

Either Sociology 230 or Sociology 260 is required as a prerequisite for all other courses unless specified. Prerequisite may be waived in exceptional cases.

Requirements for a Major

Twenty-four hours in sociology, including 230, 374, 489, or their equivalents, and one course taught as a seminar.

Sociology**230 PRINCIPLES OF SOCIOLOGY**

A general introduction to the field of sociology and to methods used in sociological research. Offered both semesters. *Credit, three hours.* Staff.

231 SOCIAL PROBLEMS AND POLICY

An analysis of contemporary social problems from the sociological perspective; a critique of existing programs designed to deal with the problems. Students are required to do in-depth study of a selected problem and the policies related to it, including proposals for more effective solutions. Offered both semesters. *Credit, three hours.* Mr. Sumner.

260 CULTURAL ANTHROPOLOGY

An introduction to anthropology with special emphasis on comparative study of preliterate and simpler cultures. Offered both semesters. *Credit, three hours.* Miss Syron.

¹On Leave, Spring Semester, 1975

331 SOCIOLOGY OF RELIGION

For description, see Religion 331. *Credit, three hours.* Mr. Crook and Miss Syron.

335 AMERICAN MINORITY PEOPLES

A study of present day racial and cultural minorities with emphasis upon scientific facts about race and changing attitudes and policies. *Credit, three hours.* Mr. Tucker.

336 CRIMINOLOGY

An analysis of the nature and extent of criminal behavior; current practices in crime control. *Credit, three hours.* Mr. Tucker.

337 THE COMMUNITY

A survey of the institutions and organizations within modern communities and of the problems arising out of them; special emphasis given such areas as parent-school-community relationships, social services, and recent trends in community social action. Offered both semesters. *Credit, three hours.* Staff.

338 THE FAMILY

A study of structure and function of the family as a basic institution of society; analysis of contemporary marriage and family experience; societal resources for dealing with family problems. Offered both semesters. *Credit, three hours.* Mr. Tucker.

360 COMPARATIVE CULTURES

An anthropological study of rapid modernization in Africa south of the Sahara or in other selected areas. No prerequisite required. *Credit, three hours.* Miss Syron.

374 INTRODUCTION TO RESEARCH

An introduction to basic methods of research in the behavioral sciences and to fundamental statistical concepts. Offered both semesters. *Credit, three hours.* Mr. Tucker.

489 INTRODUCTION TO SOCIAL THEORY

A survey of the history of social thought from ancient times, with particular emphasis on contemporary sociological thought. Offered both semesters. *Credit, three hours.* Miss Syron.

496 CONTEMPORARY SOCIETY

A seminar directed toward sociological analysis of social change or other selected topics. *Credit, three hours.* Mr. DeBerry.

SOCIAL WORK PROGRAM

Students choosing to work for certification in social work should be guided by the outline of program requirements on page 59. Although students in any major of a degree-granting program are eligible, they should consult with Mrs. Helen Turlington, Director, in the Department of Sociology for approval.

240 SOCIAL WORK AS A PROFESSION

An introduction to the development, methods, fields and values of the social work profession and to the general principles underlying the process of giving and taking help. *Credit, three hours.* Mrs. Turlington.

301 AMERICAN SOCIAL WELFARE INSTITUTIONS

A study of the social welfare institutions and policies of the United States with major emphasis placed upon the present system of social services and programs and current proposals for change. *Credit, three hours.* Mrs. Turlington.

302 SOCIAL WORK PROCESS I

An introduction to the basic skills of interpersonal relationships and the helping process. Also includes an introduction to the theories and technology of planned change. May not be credited toward a major in sociology. *Credit, three hours.* Mrs. Mackie.

303 SOCIAL WORK PROCESS II

A continuation of Sociology 302 and taken concurrently with Sociology 494. The course functions as a technical laboratory for the students' learning to implement the theory and technology of planned change. Prerequisite: Soc. 302. May not be credited toward a major in sociology. *Credit, three hours.* Mr. Sumner.

494 FIELD EXPERIENCE AND SEMINAR

Assignment to community agencies where the student experiences herself in the role of a beginning social worker under qualified supervision. A seminar on the campus provides opportunity for the exchange of critical and creative thinking relative to the field experiences and in the areas of self-understanding and professional identification. Offered both semesters. Only three hours may be accepted as credit toward a major in sociology. *Credit, three to nine hours.* Mrs. Turlington.





Horseback riding at the on-campus stable is a popular option in the physical education area. A modern gymnasium and other athletic facilities make individual and team sports available. Intercollegiate and intramural competition is very active.

College Directory

BOARD OF TRUSTEES

Officers

SHEARON HARRIS
Chairman

SEBY B. JONES
*Vice Chairman and
Vice Chairman for Finance*

EARL W. SPANGLER
Vice Chairman for Development

W. H. WESTPHAL
Vice Chairman for Instructional Programs

HENRY M. SHAW
*Vice Chairman for Buildings and Grounds
and Assistant Secretary*

LACONLA H. HANCE
Vice Chairman for Student Affairs

MARGARET C. MARTIN
Secretary

Term Expiration 1975

C. C. BAREFOOT
Benson

MARY FRANCES C. DAVIS
Lincolnton

JESSE A. HELMS
Raleigh

W. W. LEATHERS, JR.
Raleigh

MARGARET B. PRUITT
Louisburg

L. GORDON SINCLAIR
Raleigh

JACK A. SNEEDEN
Wilmington

CLAUDE B. WILLIAMS, JR.
Durham

W. FRED WILLIAMS
Greensboro

Term Expiration 1976

ROBERT E. BRYAN, JR.
Fayetteville

ELEANOR L. DAVIS
Winston-Salem

JONATHAN G. GULLICK
Belmont

W. BASIL HILL
Roxboro

SEBY B. JONES
Raleigh

MABEL CLAIRE H. MADDREY
Raleigh

ANNIE LAURIE O. POMERANZ
Sanford

A. PAUL ROGERS, JR.
Tabor City

CECIL E. SHERMAN
Asheville

Term Expiration 1977

JAMES L. COLLIER
Whiteville

LACONLA H. HANCE
Eden

MARGARET C. MARTIN
Raleigh

MARGARET W. PARKER
Winston-Salem

HENRY M. SHAW, SR.
Raleigh

EARL W. SPANGLER
Shelby

WILLIAM K. STURDIVANT, SR.
North Wilkesboro

E. T. VINSON
Scotland Neck

WILLIAM H. WESTPHAL
Greensboro

Term Expiration 1978

SHEARON HARRIS
Raleigh

GLENN W. WILCOX
Asheville

EDITH S. SIMPSON
Raleigh

LAMAR J. BROOKS
Laurinburg

KEMP SHIELDS CATE
Chapel Hill

DAVID M. BRITT
Raleigh

JACK L. COBLE
Raleigh

CLARA H. CARSWELL
Charlotte

GLORIA SMITH
Matthews

Executive Committee

SHEARON HARRIS
Chairman

SEBY B. JONES
Vice Chairman

MARGARET C. MARTIN
Secretary

HENRY M. SHAW
Assistant Secretary

CLAUDE B. WILLIAMS, JR.

EARL W. SPANGLER

L. GORDEN SINCLAIR

W. H. WESTPHAL

J. L. COLLIER

DAVID M. BRITT

LACONLA H. HANCE



BOARD OF ASSOCIATES

C. C. CAMERON
Chairman

VICTOR E. BELL, JR.
Vice Chairman

JESSE P. CHAPMAN, JR.
Vice Chairman
Asheville Region

DORMAN L. WILLIAMS
Vice Chairman
Burlington/Greensboro Region

IRWIN BELK
Vice Chairman
Charlotte Region

NELSON STRAWBRIDGE
Vice Chairman
Durham Region

EVERETT L. HENRY
Vice Chairman
Fayetteville Region

JEANELLE C. MOORE
Vice Chairman
Raleigh Region

KAY C. LAMBETH
Vice Chairman
Thomasville/High Point Region

HUGH G. ASHCRAFT, JR.
Charlotte

BESSIE B. BALLENTINE
Raleigh

IRWIN BELK
Charlotte

VICTOR E. BELL, JR.
Raleigh

CLIFTON L. BENSON
Raleigh

W. JETHRO BROADWELL
Durham

FAYE A. BROYHILL
Lenoir

RAYMOND A. BRYAN, JR.
Goldsboro

WILLIAM M. BURTON
Raleigh

W. C. CALTON
Raleigh

C. C. CAMERON
Charlotte

JESSE P. CHAPMAN, JR.
Asheville

BUNAH L. CLARK
Asheville

IVIE L. CLAYTON
Raleigh

WILLIAM A. CREECH
Raleigh

ROY B. CULLER, JR.
High Point

WILLIAM B. DEWAR
Raleigh

C. A. DILLON, JR.
Raleigh

ELIZABETH J. DOTTERER
Sanford

LOIS V. EDINGER
Greensboro

W. W. EDWARDS
Durham

DURWARD R. EVERETT, JR.
Asheville

JAMES D. FARTHING
Durham

J. GRADY FAULK
Monroe

WILLIAM C. FRIDAY
Chapel Hill

CLAUDE F. GADDY
Raleigh

GEORGE R. GOODWIN
Raleigh

WILLIAM GRANBERRY
Raleigh

ANDY GRIFFITH*
Taluca Lake, California

CYNTHIA GRIFFITH
Charlotte

EUGENE B. HARDIN, JR.
Raleigh

LAURA W. HARRILL
Raleigh

JOHN B. HARRIS, JR.
Raleigh

ELIZABETH E. HARRIS
Eden

EVERETT L. HENRY
Lumberton

RAY K. HODGE
Kinston

ROBERT P. HOLDING
Smithfield

GROVER E. HOWELL
Weldon

PEYTON G. IVIE
Murphy

CARLYLE L. JENNINGS
Murfreesboro, Tennessee

ALMA E. JOHNSON
Memphis, Tennessee

BERTRAM A. JONES
Raleigh

DREWRY J. JONES
Raleigh

EARL T. JONES
Raleigh

W. T. JOYNER, SR.
Raleigh

ROBERT L. KIRBY
Raleigh

GAIL E. KNIERIEM
Raleigh

KAY C. LAMBETH
Thomasville

HUBERT F. LEDFORD
Raleigh

GEORGE J. LENESE
New York, New York

WILLIAM E. MANGUM
Raleigh

WILMA T. McCRACKEN
Henderson

PEGGY S. MITCHELL
Spring Hope

IRENE MONEY
Madison

JEANELLE C. MOORE
Raleigh

NAOMI MORRIS
Raleigh

JAMES R. NANCE, JR.
Fayetteville

C. JAMES NELSON
Charlotte

EUGENE OWENS
Charlotte

JAMES R. PADEN
New Bern

PAULINE D. PERRY
Winston-Salem

SARAH C. RAWLEY
Jamestown

FRED E. REIBER
Raleigh

J. HUGH RICH
Jacksonville

E. N. RICHARDS
Raleigh

HARRY E. RICHTER
White plains, New York

*Honorary

BRUCE W. RILEY
Raleigh

OLIVER ROWE
Charlotte

JOYCE M. RUDISILL
Charlotte

JOHN J. RYAN
Charlotte

JOHN L. SALLY
Raleigh

JOSEPH E. SAVAGE
Spring Hope

MARY B. SEMANS
Durham

JOHN M. SIMMS, SR.
Washington, D. C.

BARON D. SMITH
Monroe

CHARLES LEE SMITH, JR.
Raleigh

R. V. SPRACKLIN
Winston-Salem

COLIN STOKES
Winston-Salem

NELSON STRAWBRIDGE
Durham

WYATT TAYLOR
Raleigh

W. REID THOMPSON
Washington

D. J. THURSTON, JR.
Charlotte

W. HAROLD TRENTMAN
Raleigh

T. A. UPCHURCH
Raleigh

WILLIAM C. VICK
Raleigh

STRAUGHAN H. WATKINS
Henderson

HOWARD S. WILCOX
Indianapolis, Indiana

ALFRED H. WILLIAMS, III
Raleigh

DORMAN L. WILLIAMS
Clemmons

JOHN A. WILLIAMS, JR.
Raleigh

HENRY HALL WILSON
Monroe

CHARLES H. WIYGUL
Raleigh

WILLIAM L. WYATT, JR.
Raleigh

J. HOWARD YOUNG, JR.
Murfreesboro, Tennessee





ALUMNAE ASSOCIATION

Officers, 1974-75

ANNE BRYAN, 1972

President

Raleigh

ALYCE EPLEY WALKER, 1954

Past President

Charlotte

LILLIAN HUMPHREY HENDERSON, 1945

Vice President

Burlington

NANCY JOYNER, 1958

Vice President, Asheville Division

Cullowhee

EDNA LOU LAMB ALDRICH, 1945

Vice President, Charlotte Division

Gastonia

CHRISTINE BORDEAUX FARRIOR, 1948

Vice President, Elizabeth City Division

Williamston

MARTHA HOLLAND GEORGE, 1952

Vice President, Greensboro Division

Asheboro

ANNE HOWARD FARMER, 1958

Vice President, Wilmington Division

Wilmington

MABEL SHAVER WATTS, 1935

Vice President, Winston-Salem Division

Statesville

SUSAN LEATHERS BURNETTE, 1963

Recording Secretary

Raleigh

BETTY ROSE PREVATTE WALL, 1944

Alumna-at-Large

Raleigh

JOYCE HERNDON VEALE, 1957

Alumna-at-Large

Rock Hill, South Carolina

CAROLYN COVINGTON ROBINSON, 1950

Director of Alumnae Affairs

Raleigh

FACULTY

1974-75

The date in parentheses indicates the year in which the individual joined the Meredith faculty.

HELENA W. ALLEN, M. Ed. (1952)

Assistant Professor of Health and Physical Education
B. S., University of North Carolina at Greensboro; M.Ed., University of North Carolina at Chapel Hill.

AUDREY R. ALLRED, M.Ed. (1970)

Assistant Professor of Education
A.B., Meredith College; M.Ed., University of North Carolina at Chapel Hill.

LYN G. AUBRECHT, Ph.D. (1974)

Assistant Professor of Psychology
A. A., Thornton Jr. College; B.S., M.S., Illinois State University; Ph.D., Ohio State University.

JOE BAKER, A.B. (1966)

Vice President for Business and Finance
A.B., Mississippi College.

LINDA S. BAMFORD, A.M. (1970)

Instructor in Speech and Theater
A.B., St. Mary-of-the-Woods College; A.M., University of North Carolina at Chapel Hill.

JACQUELINE B. BEZA, A.M. (1964)

Instructor in Foreign Languages
A.B., A.M., University of North Carolina at Chapel Hill.

VERGEAN R. BIRKIN, A.M. (1963)

Assistant Professor of Geography
A.B., A.M., University of Colorado; graduate study, University of North Carolina at Chapel Hill.

MARTHA L. BOUKNIGHT, M.Ed. (1966)

Instructor in Mathematics
A.B., University of North Carolina at Greensboro; M.Ed., University of North Carolina at Chapel Hill; graduate study, University of South Carolina, Wake Forest University.

JOSEPH A. BROWDE, Ed.D. (1974)

Associate Professor of Education
B.A., Rutgers University; B.D., Eastern Baptist Theological Seminary; M.A., Ed.D., Syracuse University.

BETTY WEBB BREWER (A.M.) (1971), (1974)

Instructor in English
A.B., Meredith College; A.M., North Carolina State University.

CLARA R. BUNN, Ph.D. (1969)

Associate Professor of Biology
A.B., Meredith College; M.S., Ph.D., North Carolina State University.

CRAVEN ALLEN BURRIS, Ph.D. (1969)

Vice President and Dean of the College
Professor of History
A.A., Wingate College; B.S., Wake Forest University; B.D., Southeastern Baptist Theological Seminary; A.M., Ph.D., Duke University.

KENNEITH H. CALVERT, Ed.D. (1973)

Assistant Professor of Education
B.S., Jacksonville State University; A.M., University of Alabama; Ed.D., University of Alabama; summer study, Samford University.

MARIE W. CAPEL, M.Ed. (1971)

Director of Placement and Career Planning
Director of Cooperative Education
A.B., George Washington University; M.Ed., North Carolina State University.

JAMES L. CLYBURN, M.S. (1958)

Assistant Professor of Music
A.B., Elon College; M.S., Juilliard School of Music.

BERNARD H. COCHRAN, Ph.D. (1960)

Professor of Religion
A.B., Stetson University; B.D., Th.M., Southeastern Baptist Theological Seminary; Ph.D., Duke University; post-doctoral research, Yale University.

ROGER H. CROOK, Ph.D. (1949)

Professor of Religion
A.B., Wake Forest University; Th.M., Ph.D., Southern Baptist Theological Seminary; post-doctoral research, Duke University, Union Theological Seminary, University of North Carolina at Chapel Hill.

HELEN P. DANIELL, Ph.D. (1968)

Assistant Professor of Foreign Languages
A.B., Converse College; A.M., Middlebury College; Ph.D., University of North Carolina at Chapel Hill; post-doctoral study, Sorbonne.

CHARLES A. DAVIS, Ph.D. (1967)

Associate Professor of Mathematics
B.S., M.A.M., Ph.D., North Carolina State University.

PHILLIP W. DEBERRY, A.M. (1972)

Instructor in Sociology
B.S., North Carolina A.&T. State University; A.M., University of North Carolina at Chapel Hill.

JANE G. DEESE, A.M. (1945)

Technical Services Librarian
A.B., Meredith College; A.B. in L.S., Emory University; A.M., Columbia University

MICHAEL ROSS DODGE, A.M. (1973)

Acting Head Librarian

A.B., University of Michigan; A.M.L.S., University of Michigan; A.M., University of Michigan; graduate study, Goethe Institute, Sprachschule Lerch.

BEATRICE DONLEY, Mus. B. (1942)

Associate Professor of Music

Mus. B. (Voice), Mus. B. (Public School Music), West Virginia University; voice with Horatio Connell, Juilliard School of Music; voice with Adelaide Gescheidt, New York.

JAMES H. EADS, JR., M.S. (1958)

Assistant Professor of Biology

A.B., University of Kansas; M.S., University of Alabama; graduate study, University of Alabama, North Carolina State University.

ERIKA S. FAIRCHILD, Ph.D. (1972)

Instructor in Political Science

A.B., Hunter College; A.M., Yale University; graduate study, University of Aix-Marseilles, France; Ph.D., University of Washington.

KATHRYN T. FARRELL, A.M. (1973)

Instructor in Health and Physical Education

A.B., University of Arkansas; M.S., Louisiana State University.

WILLIAM WALLACE FINLATOR, JR., A.M. (1973)

Instructor in Foreign Languages

A.B., Wake Forest University; A.M. University of Pennsylvania; doctoral candidate, Yale University.

ROBERT G. FRACKER, A.M. (1962)

Assistant Professor of Education

B.S., East Tennessee State College; A.M., Appalachian State University; graduate study, Duke University.

LOIS FRAZIER, Ed.D. (1954)

Professor of Business and Economics

B.S., M.S., University of North Carolina at Greensboro; Ed.D., Indiana University.

KAY A. FRIEDRICH, M.P.H. (1967)

Instructor in Home Economics

B.S., graduate study, Michigan State University; M.P.H., University of North Carolina at Chapel Hill.

KATALIN Y. GALLIGAN, Ph.D. (1969)

Assistant Professor of Foreign Languages

A.B., Veres Palne, Hungary; A.M., Indiana University; Ph.D., University of North Carolina at Chapel Hill.

PHYLLIS W. GARRISS, Mus.M. (1951)

Assistant Professor of Music

A.B., Mus.B., Hastings College; Mus.M., Eastman School of Music.

ROSALIE P. GATES, Ph.D. (1965)

Associate Professor of History

A.B., A.M., Ph.D., Duke University.

SHIRLEY S. GREGORY, M.S. in L.S. (1972)

Reference Librarian

A.B., Wake Forest University; M.S. in L.S., University of North Carolina at Chapel Hill.

CAROLYN B. GRUBBS, M.A.T. (1963)

Assistant Professor of History

A.B., Meredith College, M.A.T., Duke University; graduate study, Columbia University, North Carolina State University, University of North Carolina at Chapel Hill.

FRANK L. GRUBBS, Ph.D. (1963)

Professor of History

A.B., Lynchburg College; A.M., Ph.D., University of Virginia; post-doctoral research, University of North Carolina at Chapel Hill.

ISABELLE HAESELER, M.S.M. (1956)

Assistant Professor of Music

B.S., Lebanon Valley College; M.S.M., Union Theological Seminary; graduate study, Colorado Seminary, University of North Carolina at Chapel Hill.

D. THOMAS HARDISON, M.S. (1974)

Assistant Professor of Music

B.S.; M.S., Juilliard School of Music; doctoral study, Michigan State University.

JOHN B. HIOTT, M.Div. (1968)

Registrar

A.B., Baylor University; M. Div., New Orleans Baptist Theological Seminary.

GEORGE R. HOFFMANN, Ph.D. (1974)

Assistant Professor of Biology

B.A., Rutgers University; M.S., Ph.D., University of Tennessee.

SALLY M. HORNER, Ph.D. (1965)

Associate Professor of Chemistry

B.S., Ph.D., University of North Carolina at Chapel Hill.

R. JOHN HUBER, Ph.D. (1974)

Associate Professor of Psychology

B.A., Kent State University; M.A., University of Vermont; Ph.D., University of New Hampshire

LUTHER M. HUGGINS, A.A., (1969)

Director of Equitation

A.A., Presbyterian Junior College.

MARY BLAND JOSEY, M.Ed. (1953)

Director of Admissions

A.B., Meredith College; additional study, University of Reading, England; M.Ed., North Carolina State University.

JOHN T. KANIPE, JR., M.Ed. (1968)
Vice President for Institutional Advancement
 B.S., M.Ed., North Carolina State University.

PETER B. KLAUSMEYER, D.M.A. (1973)
Instructor in Music
 A.B., Cornell University; Mus.M., D.M.A., University of Michigan; additional study, University of Cincinnati, Conservatory of Madrid.

IONE KEMP KNIGHT, Ph.D. (1956)
Professor of English
 A.B., Meredith College; A.M., University of Pennsylvania; Ph.D., University of North Carolina at Chapel Hill; post-doctoral research, British Museum, Oxford University, University of London.

WILLIAM R. LEDFORD, Ph.D. (1957)
Associate Professor of Foreign Languages
 A.B., Berea College; A.M., State University of Iowa; graduate study, Middlebury College, Universidad de los Andes, South America; Ph.D., University of North Carolina at Chapel Hill.

SARAH McCULLOH LEMMON, Ph.D. (1947)
Professor of History
 B.S., Madison College; A.M., Columbia University; Ph.D., University of North Carolina at Chapel Hill.

W. DAVID LYNCH, D.M.A. (1969)
Associate Professor of Music
 Mus.B., Oberlin College; Mus.M., D.M.A., Performer's Certificate, Eastman School of Music; Akademie "Mozarteum," Salzburg, Austria; Andre Marchal, Paris; Isolde Ahlgrimm, Arthur Poister, Robert Noehren.

RALPH E. McLAIN, Ph.D. (1945)
Professor of Religion
 A.B., Muskingum College; Th.M., Ph.D., Southern Baptist Theological Seminary; post-doctoral research, Columbia University, University of Chicago, Mansfield College of Oxford University.

JOE MARON, M.F.A. (1972)
Assistant Professor of Art
 B.A., M.F.A., Brooklyn College.

MARIE MASON, Ph.D. (1969)
Associate Professor of Psychology
 A.A., Campbell College; A.B., Meredith College; A.M., Ph.D., University of Kentucky.

JAY D. MASSEY, A.M. (1957)
Assistant Professor of Health and Physical Education
 B.S., University of North Carolina at Greensboro; A.M., New York University.

REBECCA J. MURRAY, Ed.D. (1974)
Assistant Professor of Education
 A.B., Meredith College; M.Ed., University of North Carolina at Chapel Hill; Ed.D., Duke University. Post-doctoral study, North Carolina State University.

ALLEN F. PAGE, Ph.D. (1973)
Assistant Professor of Religion
 A.A., Mars Hill College; A.B., Wake Forest University; graduate study, Southeastern Baptist Seminary; M.Div., Union Theological Seminary; Ph.D., Duke University.

SALLY R. PAGE, Ph.D. (1972)
Assistant Professor of English
 A.A., Mars Hill College; A.B., Wake Forest University; M.A.T., Ph.D., Duke University.

THOMAS C. PARRAMORE, Ph.D. (1962)
Assistant Professor of History
 A.B., A.M., Ph.D., University of North Carolina at Chapel Hill.

LEISHMAN A. PEACOCK, Ph.D. (1948)
Professor of English
 A.B., A.M., Wake Forest University; Ph.D., Pennsylvania State University; graduate study, Columbia University.

ANN B. PEADEN, A.M. (1968)
Instructor in Foreign Languages
 A.B., B.S., East Carolina University; A.M., Middlebury College.

RANDELL KAY PEYSER, M.A. (1974)
Instructor in Art
 B.A., Pratt Institute, M.A., Boston University

DOROTHY K. PRESTON, Ph.D. (1961)
Assistant Professor of Mathematics
 A.B., Meredith College; A.M., Columbia University; M.A.M., North Carolina State University; NSF Fellow; Ph.D., North Carolina State University.

CAROLYN C. ROBINSON, A.B. (1958)
Director of Alumnae Affairs
 A.B., Meredith College.

NORMA ROSE, Ph.D. (1937)
Professor of English
 A.B., Meredith College; A.M., University of North Carolina; Ph.D., Yale University.

NANCY SEARS, Ph.D. (1974)
Associate Professor of Home Economics
 B.S.H.E., M.S.H.E., Ph.D., The University of North Carolina at Greensboro.

NONA JOAN SHORT, A.M. (1966)
Instructor in Foreign Languages
 A.B., University of Mississippi; A.M., University of Wisconsin; graduate study, University of Munich.

Faculty

Part-time Faculty Members

EVELYN P. SIMMONS, M.S. (1962)

Assistant Professor of Economics

B.S., Georgia State College for Women; M.S., University of Tennessee; graduate study, University of Florida, Duke University, University of North Carolina at Chapel Hill.

LAROSE F. SPOONER, M.A.T. (1967)

Instructor in Mathematics

A.B., Tift College; M.A.T., Duke University; graduate study, North Carolina State University.

JUDITH S. STEPHENS, A.M. (1971)

Instructor in Art

B.F.A., University of Massachusetts; A.M., University of North Carolina at Chapel Hill.

MARILYN M. STUBER, M.S. (1965)

Assistant Professor of Home Economics

B.S., M.S., University of Nebraska; graduate study, Nebraska State College, University of North Carolina at Greensboro, North Carolina State University.

JANE W. SULLIVAN, Mus.B. (1966)

Instructor in Music

A.B., Mus.B., Meredith College; graduate study, University of North Carolina at Chapel Hill.

EUGENE M. SUMNER, M.S.W. (1973)

Instructor in Sociology

A.A., Mount Olive Junior College; A.B., Atlantic Christian College; M.Div., Southeastern Baptist Seminary; M.S.W., University of North Carolina at Chapel Hill.

ANNE E. SUTHERLAND, Ph.D. (1972)

Assistant Professor of Psychology

A.B., University of Florida; A.M., Ph.D., University of North Carolina at Chapel Hill.

LESLIE W. SYRON, Ph.D. (1945)

Professor of Sociology

A.B., Mary Baldwin College; A.M., Ph.D., University of North Carolina at Chapel Hill; post-doctoral study, London School of Economics and Political Science.

SANDRA CAROL THOMAS, Ph.D. (1974)

Vice President for Student Development

B.A., University of Texas; M.S., Indiana University; Ph.D., Saint Louis University.

CHARLES R. TUCKER, Ph.D. (1966)

Associate Professor of Sociology

A.B., Delta State College; B.D., Th.M., Ph.D., Southern Baptist Theological Seminary; M.A.C.T., University of North Carolina at Chapel Hill.

HELEN TURLINGTON, M.S.W. (1972)

Instructor in Sociology

A.A., Averett College; A.B., Blue Mountain College; M.R.E., Carver School of Missions and Social Work; M.S.W., University of North Carolina at Chapel Hill.

FRANCES M. VANDIVER, M.S. (1971)

*Director of Student Activities**Instructor in Physical Education*

A.A., St. Petersburg College; B.S., University of Florida; M.S., University of North Carolina at Greensboro.

JOHN EDGAR WEEMS, Ed.D. (1972)

President

B.S., A.M. Ed.D., George Peabody College.

JOYCE D. WHITE, M.Ed. (1973)

Dean of Students

A.B., University of North Carolina at Greensboro; M.Ed., University of North Carolina at Chapel Hill; graduate study, North Carolina State University.

LEONARD WHITE, A.M. (1964)

Associate Professor of Art

A.B., A.M., University of North Carolina at Chapel Hill.

JAMES ERIC WIECHERT, Ph.D. (1973)

Assistant Professor of Chemistry

B.S., Eastern Illinois University; Ph.D., University of Tennessee.

LARRY C. WILLIAMS, Th.M. (1973)

College Minister

A.B., Wake Forest University; Th.M., Southeastern Baptist Theological Seminary; additional study, Theological Seminary, Drew University.

ELIZABETH WILSON, M.Ed. (1973)

Counselor

A.B., M.Ed., University of North Carolina at Chapel Hill.

PART-TIME FACULTY MEMBERS

1974-75

The date in parentheses indicates the year in which the individual joined the Meredith faculty.

ANN A. ALLRED, M.S. (1974)

Instructor in Home Economics

A.B., Meredith College; M.S., University of Tennessee.

MOLLIE ROCHESTER BANKS, Mus. M. (1973)

Instructor in Music

A.B., Winthrop College; Mus. M., University of North Carolina at Chapel Hill.

RENNIE PEACOCK BEYER, Mus.M. (1971)

Instructor in Music

Mus.B., Mus.M., University of North Carolina at Greensboro.

MARTHA SUSAN BROWN, A.B. (1974)

Instructor in Biology

A.B., Meredith College; graduate study, North Carolina State University.

- GEORGE T. CHREST, A.M. (1972)
Instructor in Art
B.F.A., A.M., Wayne State University; additional study, National Academy of Design, City University of New York.
- SUZANNE D. CRIGLER, A.B. (1973)
Instructor in Physical Education
A.B., University of North Carolina at Chapel Hill.
- ANNE C. DAHLE, A.B. (1972)
Coordinator of Continuing Education
A.B., Meredith College; additional study, North Carolina State University.
- ALICE W. DAUGHERTY, Mus.B. (1971)
Instructor in Music
Mus.B., Lawrence College; additional study, Juilliard School of Music.
- ADAM CLARKE DAVIS, Ph.D. (1972) (1974)
Visiting Lecturer in Sociology
B.S., University of North Carolina at Chapel Hill; M.S., North Carolina State University; Ph.D., Duke University.
- BETTY JO FARRINGTON, A.B. (1969)
Instructor in Music
A.B., Meredith College.
- DOROTHY GILMORE, B.S. (1971)
Instructor in Music
B.S., State University of New York at New Paltz; additional study, Eastman School of Music.
- ALICE Y. GOODE, B.M. (1974)
Instructor in Music
B.M., Texas Tech University.
- VICKI HAM, Mus.M. (1970)
Instructor in Music
Mus.B., Salem College; Mus. M, University of Illinois.
- THELMA L. HINSON, Ph.D. (1974)
Visiting Lecturer in Home Economics
B.S., East Carolina University; M.S. Ph.D., University of North Carolina at Greensboro.
- JOHN B. HOLT, A.M. (1972)
Instructor in Foreign Languages
A.B., University of Virginia; A.M., Harvard University; currently enrolled in the Ph.D. program at Harvard University.
- KLAUS D. HOOG, A.B. (1974)
Instructor in Art
A.B., University of Illinois; graduate study, University of North Carolina at Chapel Hill.
- HELEN H. JONES, A.M. (1969)
Instructor in English
A.B., A.M., University of North Carolina at Greensboro.
- ELLEN LEINWAND KORT, Mus.M. (1971)
Instructor in Music
A.B., State University of New York at Binghamton; Mus.M., University of North Carolina at Chapel Hill.
- PATRICIA LONG, M.C.M. (1973)
Instructor in Music
A.B., Meredith College; M.C.M., Southwestern Baptist Theological Seminary.
- MARILYN S. LYNCH, A.M. (1971)
Instructor in Music
Mus.B., Syracuse University; A.M., Eastman School of Music.
- ANNE W. MACKIE, A.B. (1974)
Visiting Lecturer in Sociology
A.B., Beaver College; graduate study, University of North Carolina at Chapel Hill.
- ILSE MANN, Mus. M. (1973)
Instructor in Music
Mus. B., Mus. M., University of Cincinnati.
- ELIZABETH P. MANNING, A.M. (1974)
Instructor in English
A.B., Meredith College; A.M. University of North Carolina at Chapel Hill.
- ELAINE F. MILLER, A.M. (1974)
Instructor in Music
B.M., University of North Carolina at Greensboro; A.M., University of Connecticut.
- ROBERT DAVID MUSTIAN, Ph.D. (1971)
Visiting Lecturer in Sociology
B.S., M.S., North Carolina State University; Ph.D., Florida State University.
- STEWART A. NEWMAN, Ph.D. (1973)
Visiting Lecturer in Philosophy
A.B., Hardin Simmons University; Th.M., Th.D., Southwestern Baptist Seminary; post-doctoral study, Duke University, Northwestern-Barrett, University of Rochester.
- RUTH NIELSON (1974)
Instructor in Music
Private study under Anna M. Denkman, University of Minnesota.
- SALLY P. O'CONNOR, M.S. (1971)
Instructor in Home Economics
B.S., Cornell University; M.S., Pennsylvania State University; graduate study, University of Delaware, East Carolina University.
- HERBERT BRADLEY PARKES, S.M.M. (1974)
Instructor in Music
B.M., Westminster Choir College; S.M.M., Union Theological Seminary.



KATHY W. PROPS, M.S. (1974)

Instructor in Sociology

B.A., M.S., North Carolina State University.

NANCY C. SASNETT, M.Ed. (1971)

Instructor in Business

B.S., Pfeiffer College; M.Ed., University of North Carolina at Greensboro.

BARBARA E. SCHLAGETER, Mus.M. (1971)

Instructor in Music

Mus.B., Mus.M., New England Conservatory of Music; Certificate, Conservatoire Americain, Fontainebleau.

ALLEN SHARPE, J.D. (1974)

Instructor in Business

A.B., High Point College; J.D., University of North Carolina at Chapel Hill.

JAMES L. SLAUGHTER, JR., A.B. (1974)

Instructor in Music

A.B., North Carolina State University.

RICHARD SOUTHWICK, A.M. (1972)

Instructor in Music

B.S., A.M., Ohio State University.

FRANCES W. STEVENS, A.M. (1961)

Instructor in Physical Education

A.B., Mary Washington College; A.M., New York University.

THOMAS L. SYLVIA, A.M. (1974)

Instructor in Business

A.B., Stonehill College; A.M. University of Connecticut.

OLIVE D. TAYLOR, M.Ed. (1970)

Instructor in Mathematics

B.S., Western Carolina University; M.Ed., University of North Carolina at Chapel Hill; graduate study, Western Carolina University.

SALLY C. VILAS, M.F.A. (1972)

Instructor in Art

B.F.A., M.F.A., University of North Carolina at Chapel Hill; additional study, Salem Academy, Duke University.

EDWARD FRANCIS WENCEL, M.M.E. (1974)

Instructor in Music

B.M., M.M.E., Chicago Musical College.

FACULTY EMERITI

1974-75

The date in parentheses indicates the year in which the individual joined the Meredith faculty.

HAZEL BAITY, A.B. in L.S. (1941)

Librarian

A.B., Meredith College; A.B. in L.S., University of North Carolina at Chapel Hill.

ELLEN DOZIER BREWER, A.M. (1919, 1922)

Professor of Home Economics

A.B., Meredith College; B.S., A.M., Columbia University.

LILA BELL, M.Ed. (1941)

Associate Professor of Education

A.B., University of North Carolina at Greensboro; M.Ed., Duke University; graduate study, Columbia University, University of North Carolina at Chapel Hill.

CARLYLE CAMPBELL, L.L.D. (1939)

President

A.B., A.M.; Wake Forest College; L.L.D., University of South Carolina, Wake Forest College; graduate study, Columbia University.

ERNEST F. CANADAY, Ph.D. (1920)

Professor of Mathematics

A.B., William Jewell College; A.M. Missouri University; Ph.D., Duke University.

HELEN JO COLLINS, M.S. (1944)

Assistant Professor of Chemistry

B.S., Colorado State Agricultural College; M.S., Iowa State College.

HARRY E. COOPER, Mus.D. (1937)

Professor of Music

A.B., Ottawa University; Mus.B., Horner Institute of Fine Arts; Mus.D., Bush Conservatory, Fellow, American Guild of Organists; Guy Weitz, London.

HARRY K. DORSETT, A.M. (1941)

Associate Professor of Education

A.B., Wake Forest University; A.M., Columbia University; graduate study, George Peabody College.

LOUISE E. FLEMING, A.M. (1950)

Dean of Students

A.B., Meredith College; A.M., Columbia University; graduate study, Union Theological Seminary, University of Chicago Divinity School.

L.E.M. FREEMAN, Th.D. (1910)

Professor of Religion

A.B., Furman University; A.M., Harvard University; B.D., Newton Theological Institution; Th.D., Southern Baptist Theological Seminary.

MAE F. GRIMMER, A.B. (1916)

Director of Alumnae Affairs

A.B., Meredith College.

MARY LYNCH JOHNSON, Ph.D. (1918)

Professor of English

A.B., Meredith College; A.M., Columbia University; Ph.D., Cornell University; L.H.D., Wake Forest University; post-doctoral research, British Museum, Cambridge University, Oxford University, University of London.

IRA O. JONES, Ph.D. (1957)

Assistant Professor of Sociology

Ph.D., University of Chicago; A.M., Ph.D., University of Nebraska.

MARGARET C. MARTIN, A.M. (1953, 1964)

Director of Alumnae Affairs

A.B., Meredith College; A.M., Columbia University.

STUART PRATT, Mus.M. (1942)

Professor of Music

A.B., Hartwick College; Mus. B., Philadelphia Musical Academy; Mus.M., Syracuse University; two years in Berlin, Marta Siebold, Hugo Kaun, Walter Scharwenka, Egon Petri.

DAVID R. REVELEY, Ph.D. (1955)

Professor of Education

A.B., Hampden-Sidney College; A.M., Ph.D., University of Virginia.

JOHN A. YARBROUGH, Ph.D. (1943)

Professor of Biology

A.B., Oklahoma Baptist University; M.S., University of Oklahoma; Ph.D., State University of Iowa; graduate study, Northwestern University.

MARY YARBROUGH, Ph.D. (1928)

Professor of Chemistry and Physics

Assistant Director of Cooperative Education

A.B., Meredith College; M.S., North Carolina State University; Ph.D., Duke University.



ADMINISTRATION**1974-75**

The date in parentheses indicates the year in which the individual joined the Meredith administration.

Office of the President

JOHN EDGAR WEEMS, Ed.D. (1972)
President

CARYLE CAMPBELL, LL.D. (1939)
President Emeritus

MADGE O. DILLARD (1973)
Administrative Secretary to the President

KAREN YOUNGBLOOD, A. B. (1974)
Secretary

EDWARD H. PRUDEN, D.D. (1970)
Pastor-in-Residence

MARY LYNCH JOHNSON, Ph.D. (1972)
Professor Emeritus and College Historian

Academics**Office of the Vice President and Dean of the College**

CRAVEN ALLEN BURRIS, Ph.D. (1969)
Vice President and Dean of the College

ANNE E. PICKARD, A.A. (1974)
Secretary to the Vice President and Dean of the College

BETTY JEAN YEAGER, A.B. (1948)
Secretary to the Faculty

Office of the Registrar

JOHN B. HIOTT, M.Div. (1968)
Registrar and Assistant Dean of the College; Director of Summer School.

SUE TODD, A.B. (1968)
Records Secretary

RACHEL MULLINAX, A.B. (1974)
Assistant Records Secretary

MARY WILLIAMS (1972)
Secretary to the Registrar

Library

MICHAEL DODGE, A.M. (1973)
Acting Head Librarian

SHIRLEY S. GREGORY, M.S. in L.S. (1972)
Reference Librarian

JANE G. DEESE, A.M. (1945)
Technical Services Librarian

DOROTHY QUICK, B.S. (1970)
Circulation Librarian

JAN WEISSINGER (1970)
Library Assistant

CATHY RUSSELL, B.A. (1974)
Library Assistant

Continuing Education

ANNE C. DAHLE, A.B. (1972)
Coordinator of Continuing Education

BETTY CURTIN, (1974)
Secretary to the Coordinator of Continuing Education

Cooperative Education

MARIE W. CAPEL, M.Ed. (1971)
Director of Cooperative Education

MARY YARBROUGH, Ph.D. (1973)
Assistant Director of Cooperative Education

ROSEMARIE COPPINS, M.Ed. (1973)
Assistant to the Director of Cooperative Education

GAY PAYNE, (1974)
Secretary to the Director of Cooperative Education

Business and Finance

Office of the Vice President for Business and Finance

JOE BAKER, A.B. (1966)

Vice President for Business and Finance

CHARLES MAYNARD, JR. (1971)

Chief Accountant

VIRGINIA SCARBORO, A.A. (1961)

Administrative Secretary to the Vice President for Business and Finance

GLORIA CREECH (1971)

Payroll and Personnel Records Clerk

HAZEL G. TUDOR (1973)

Secretary and Accounts Payable Clerk

SUE W. BARRON (1974)

Accounting Assistant

Data Processing

SAMUEL COLLINS (1973)

Director of Data Processing

GLORIA CHILCOAT (1972)

Assistant Director of Data Processing

SHAROLYN ANDERS

Key Punch Operator

Equitation

LUTHER M. HUGGINS, A.A. (1969)

Director of Equitation

College Calendar and Summer Programs

MARIE MASON, Ph.D.

Coordinator

College Store

DRU M. HINSLEY, A.B. (1953)

Manager

RUTH L. GOWER (1959)

Assistant Manager

DEBORAH T. FUSSELL, A.B. (1973)

Assistant

Central Services

BETTY SUE JOHNSON (1964)

SHEILA DULANEY (1974)

Food Services

HOYT TAYLOR (1969)

Manager

Building and Grounds

HARRY SIMMONS (1949)

Superintendent

CAROLYN W. HOLLAND (1972)

Secretary

BERNICE THOMPSON (1973)

Carpenter

LON AVENT (1972)

Electrician

MAINTENANCE

CONAN ALLEN

WILLIAM CRUMEL

WILLIAM FINCH

ARCE JACKSON

ARTHUR JONES

WILLIE KING

JAMES McDONALD

GEORGE McFADDEN

JACK MIMS

JOHNNY PATTERSON

EDDIE TURNER

Security

DANIEL G. SHATTUCK

Chief Security Officer

W. W. ADAMS

WORTH BAILEY

BOBBY GODWIN

WILLIAM M. GRINER

SHERWOOD JONES

E. B. LAWRENCE

DAVID McGHEE

H. C. ROSE

CLAUDE SUGG

Switchboard

MARIE MASON, Ph.D. (1969)

Supervisor

JANICE SHATTUCK (1974)

Operator

Residence Halls

FRANCES E. THORNE (1961)

House Director

MARY W. LILES (1960)

Assistant House Director

ALMA MOBLEY (1972)

Laundry Supervisor

Housekeepers

THELMA AVERY	HAZEL FAISON
SALLY BECKWITH	CURLIE FULLER
MARY ELIZABETH BELL	FRANCES GILLIS
LOUISE BOOKER	ELIZABETH JUDD
DORIS CLINTON	PAULINE McCULLERS
MARGIE DAVIS	NELLIE PENNINGTON
NOVELLA DUNSTON	MABEL ROBINSON
CHRISTINE FAISON	MARTHA WARREN

Student Development**Office of the Vice President for Student Development**

SANDRA C. THOMAS, Ph.D. (1974)
Vice President for Student Development

JACQUELINE CHAMBLEE
Secretary to the Vice President for Student Development

Office of the Dean of Students

JOYCE D. WHITE, M.Ed. (1973)
Dean of Students

KAREN J. STOKES (1974)
Secretary to the Dean of Students

Office of Admissions

MARY BLAND JOSEY, M.Ed. (1953)
Director of Admissions

SUE E. KEARNEY, A.M. (1966)
Associate Director of Admissions

SHERA J. HUBE, A.B. (1969)
Assistant Director of Admissions

JULIA BRYAN, A.B. (1974)
Admissions Counselor

AUDREY GARDNER (1969)
Financial Aid Assistant

LUCILLE J. THATCHER, A.M. (1970)
Secretary to the Director of Admissions

JO ANN LANZI (1972)
Processing Secretary

Office of the Campus Minister

LARRY C. WILLIAMS, Th.M. (1973)
Campus Minister

NANCY S. MOORE, A.B. (1974)
Secretary to the Campus Minister

Career Planning/Placement

MARIE W. CAPEL, M.Ed. (1971)
Director of Career Planning/Placement

ROSEMARIE COPPINS, M.Ed. (1973)
Assistant Director of Career Planning/Placement

GAY PAYNE (1974)
Secretary to the Director of Career Planning/Placement

Guidance and Counseling

ELIZABETH WILSON, A.M. (1973)
Counselor

BETTY CURTIN (1974)
Secretary

Health Services

MARIE MASON, Ph.D., R.N. (1969)
Director of Health Services

SIDNEY MARTIN, M.D. (1972)
College Physician

GRACE BROADWELL, R.N. (1972)
Nurse

SANDRA GREENE, R.N. (1973)
Nurse

Resident Advisers

MABELEIGH COOPER (1970)

MARY DAVIS (1972)

LOIS RENFROW (1973)

LYNN McARTHUR (1974)

Student Activities

FRANCES M. VANDIVER, M.S. (1972)
Director of Student Activities

BETTY CURTIN (1974)
Secretary to the Director of Student Activities



Institutional Advancement

Office of the Vice President for Institutional Advancement

JOHN T. KANIPE, JR., M.Ed. (1968)
Vice President for Institutional Advancement

EVELYN P. DULANEY (1972)
Secretary to the Vice President for Institutional Advancement

MARGARET D. HATFIELD (1969)
Records Secretary

Development and Estate Planning

PAUL E. HOLCOMB, J.D. (1971)
Director of Development and Estate Planning

JOHN M. SIMMS, JR., A.B. (1974)
Assistant Director of Development

SHARON R. HARDING (1972)
Secretary to the Director and Assistant Director of Development

Alumnae Affairs

CAROLYN C. ROBINSON, A.B. (1958)
Director of Alumnae Affairs

EVELYN R. POSEY (1962)
Assistant to the Director of Alumnae Affairs

DORIS T. WALL (1971)
Secretary to the Director of Alumnae Affairs

Information Services

WILBURN L. NORTON, JR., A.B. (1970)
Director of Information Services

ANNE PURCELL, A.B. (1974)
Secretary to the Director of Information Services

Cooperating Raleigh Colleges

AUSTIN CONNORS, Ed.D. (1971)
Director

ELLEN C. BROOKS, A.B. (1972)
Secretary

DEGREES CONFERRED In 1974

Bachelor of Arts

Susan Lorraine Affleck, *Cum Laude*
New Cumberland, Pennsylvania

Emily Jane Alexander
Robersonville

Mary Beth Andrews
New Cumberland, Pennsylvania

Mary Warren Ayers
Clinton

Genie Lark Bailey, *Magna Cum Laude*
Kenly

Laura Anne Baker, *Cum Laude*
Kinston

Anna Rebecca Ballentine, *Magna Cum Laude*
Greenwood, South Carolina

Nancy Elaine Ballentine
Rocky Mount

Karla Ann Barger
Blowing Rock

Martha Elizabeth Barker
New Bern

Barbara Anne Barnhardt
Rutherford College

Elaine Thomas Bartholomew, *Magna Cum Laude*
Raleigh

Patricia Jean Bengel
New Bern

Meredith Leah Spencer Berry
Faison

Susan Carol Berry
Durham

Emily Anne Bingham
High Point

Janice Riner Blackburn
Richmond, Virginia

Cecilia Watson Blackwell, *Cum Laude*
Anderson, South Carolina

Maureen Elaine Blankenbeckler
Asheville

Christina Leigh Boles, *Cum Laude*
Winston-Salem

Carol Anne Booth
Vienna, Virginia

Elizabeth Roberson Boyd
Tarboro

Kitty Alice Brewer
Robbins

Christine E. Bromberg
Raleigh

Allynna Taylor Brooks
Prattville, Alabama

Linda Faye Mathis Brown
Elkin

Mary Faith Bryant
Carthage

Cynthia Bullock
Chadbourn

Mary Jean Burton
Richmond, Virginia

Robin Cheryl Byington, *Cum Laude*
Wadesboro

Katherine Dale Byrum
Eure

Vivian Leslie Cabe
Waynesville

Kay Colvin Carlisle
Falls Church, Virginia

Mary Jo Carpenter
New Bern

Patricia Hayes Carringer
Gastonia

Valaiporn Chaiyakul
Bangkok, Thailand

Alice Catherine Chambers, *Cum Laude*
Winston-Salem

Mary Herring Childs
Southport

Brenda Carol Clegg
Durham

Victoria G. Clinard, *Cum Laude*
High Point

Diane Langley Coble
Laurinburg

Linda Diane Coleman
Norlina

Diane Compton
Durham

- Jean Dimmick Cooke
Winston-Salem
- Kathy Anne Council
Morrisville
- Dana Lynn Covert
Burlington
- Tambrey Jean Cox
Oxon Hill, Maryland
- Vivian Anita Craig
Stanley
- Susan Ellen Creager
Towson, Maryland
- Vickie Lynn Crim
Winston-Salem
- Mary Cathryn Cross
Raleigh
- Deborah Kathleen Crowell
Raleigh
- Jennifer Miller Currie
Charlotte
- Glenda Rose Currin, *Cum Laude*
Oxford
- Jane Ellen Davis
Charlotte
- Sara Elizabeth Davis
Durham
- Stuart Jackson Davis
Lynchburg, Virginia
- Gwendolyn Anne Daye
Durham
- Jeanette B. DeGabrielle
Raleigh
- Susan Meade DeLeon
Brookside, New Jersey
- Barbara Jean DeMay
Hamlet
- Elizabeth Elwell Dickie, *Cum Laude*
Charlottesville, Virginia
- Mary Woodley Dicus
Anderson, South Carolina
- Deborah Liner Dodd
Wendell
- Sherrill Priscilla Doggett
Chicago, Illinois
- Sandra Kay Baldwin Duncan
Belle Chasse, Louisiana
- Estelle Suddreth Dyer
Charlotte
- Mary Gordon East
Franklinton
- Peggy Jo Easton
Charlottesville, Virginia
- Martha Beale Eppes, *Cum Laude*
Norfolk, Virginia
- Anne Parson Everett
Stoney Creek, Virginia
- Carolyn Separk Everett
Raleigh
- Marlene Caldwell Ezell
Spartanburg, South Carolina
- Hope Elizabeth Faircloth
Suffolk, Virginia
- Pamela Leigh Faison, *Cum Laude*
Knightdale
- Judy Brenda Little Farrow, *Cum Laude*
Greenville
- Terry Warren Featherston
Raleigh
- Agnes Kathleen Fleetwood
Jackson
- Marylou Utley Flowers
Durham
- Mary Alice Williamson Formo, *Magna Cum Laude*
Sterling, Virginia
- Dianne Marie Forshee, *Cum Laude*
Raleigh
- Kathleen Paige Foster
Upper Marlboro, Maryland
- Deborah Tingle Fussell
Garland
- Catherine Elaine Gambke
Richmond, Virginia
- Jane Frye Gates
Albemarle
- Barbara Jane George
Edenton
- Ann Thompson Gibson
Greensboro

- Cynthia Carolina Godwin
Bayboro
- Kathryn Elizabeth Goodman
Hickory
- Neta Ann Griffin, *Magna Cum Laude*
Williamston
- Jacqueline Marie Griffith
Greenville, South Carolina
- Frances Lamar Gurganus, *Cum Laude*
Williamston
- Jeanne Parker Guthrie
Beaufort
- Kathleen Brandon Copelan Hales
Durham
- Phyllis Elaine Hales
Garland
- Elizabeth Bynum Hall
Roseboro
- Kay Thomason Hall
Mt. Ulla
- Karen Hankins Hanna
Dunn
- Susan Darden Harrell
Jackson
- Marjorie Jane Harris, *Magna Cum Laude*
Greenville, South Carolina
- Kathy Leigh Harrison
Roanoke Rapids
- Sylvia Cooper Harriss
Lumberton
- Belinda Virginia Hartman, *Cum Laude*
Lexington
- Kay Frances Hedgepeth
Nashville
- Theresa Lynne Herrin, *Cum Laude*
Charlotte
- Eleanor Ellen Hill, *Cum Laude*
Roxboro
- Emily Ann Hill
Smithfield
- Barbara Louise Hollowell
Goldsboro
- Donna Sue Hopewell
Goldsboro
- Barbara Jo Horton
Snow Hill
- Nancy Allison House
Bethel
- Jane Frances Houser
Pittsboro
- Cynthia Kay Huffling, *Cum Laude*
Greensboro
- Marcia Lynn Husbands
Wilmington, Delaware
- Lucy Lyn Irvin
Stoneville
- Eloise Elaine Jackson, *Cum Laude*
Raleigh
- Ann Elizabeth Johnson
Charlotte
- Genevieve Fales Johnson
Kernersville
- Jody Lee Johnson
Goldsboro
- Mary Alice Johnson
Winston-Salem
- Kathryn Elizabeth Johnston
Hendersonville
- Evangeline Lacy Jones
Elizabeth City
- Joyce Owen Jones
Richmond, Virginia
- Deborah Elizabeth Jordan
Plymouth
- Meredith Keene Keever, *Cum Laude*
Gastonia
- Violet Ann Kilby
Mineral Springs
- Virginia Elizabeth Kimball
Winston-Salem
- Susan Mims Kimrey
Charlotte
- Vicki Lynn Joyce Kleinburd
Madison
- Donna Karen Lacey
Raleigh
- Peggy Stone Lamm, *Magna Cum Laude*
Bailey

- Juliane Brown Lanier
 Raleigh
- Michelle Frances Lawing
 Leesburg, Virginia
- Debra Thomas Ledbetter
 Greensboro
- Agnes Jane Lee
 Washington
- Kitty Wright Lee
 Bullock
- Sandra Brooks LeMay
 Raleigh
- Jane Bristol Lewis
 High Point
- Jetta Karen Lewis
 Scotland Neck
- Mary Anne Lewis
 Greensboro
- Sherron Elizabeth Lewis
 Shallotte
- Vicki Lynn Lewis
 Greensboro
- Barbara Lou Longest
 Mt. Airy
- Elizabeth Lenta Love, *Cum Laude*
 Lexington
- Diane Bryan Lovelace, *Cum Laude*
 Rocky Mount
- Mary Elizabeth Loving
 Goldsboro
- Ruth Annette Lowery
 Winston-Salem
- Sallie Barker McCaffity
 New Bern
- Louise Yvonne McCaskill
 Greensboro
- Marae Paschall McGhee
 Henderson
- Mona Blevins McGilvray, *Cum Laude*
 Wilkesboro
- Virginia Robinson McKinney
 Morganton
- Deborah Joy McLamb
 Newton Grove
- Mary Julia Ivey McLeod
 Durham
- Kathryn MacKay
 Wilmington
- Pansy Hudler Mann
 Jacksonville
- Myrtle Alison Maready
 Wallace
- Lucia Antoinette Marino
 Morehead City
- Meredith Anne Marr
 Richmond, Virginia
- Joyce Marie Martin
 Durham
- Sally Howell Martin
 Charlotte
- Susann Chappell Miller Martin, *Magna Cum Laude*
 Boone
- Susan Gail Mason, *Cum Laude*
 King George, Virginia
- Peggy Schafer Meares
 Raleigh
- Deborah Rae Millard
 Tarboro
- Deborah Pugh Miller
 Thomasville
- Linda Margaret Moore, *Cum Laude*
 Gulf
- Cathy Lynn Murff, *Cum Laude*
 Rock Hill, South Carolina
- Rosemary Privette Naylor
 Raleigh
- Lisbeth Diane Gardner Neal
 Havelock
- Meredith Whitfield Neill
 Gastonia
- Rosemary New, *Cum Laude*
 King
- Mary Gay Niebur
 Charlotte
- Joyce O'Leary
 Norfolk, Virginia
- Rebecca Annette Olive, *Cum Laude*
 Smithfield

Sarah Janet Olive, *Magna Cum Laude*
Charlotte

Eva Lynne Oliver
Princeton

Daphne Alameda Owens
Marshallberg

Susan Murrill Parkerson, *Cum Laude*
Richmond, Virginia

Jane Baker Pearson
Gastonia

Jonsie Kinlaw Peterson
Clinton

Ami L. Pierce
Raleigh

Beverly Ann Poe
Rockingham

Emily Wannamaker Polhill
Wilson

Nancy Viola Price
New Bern

Margaret Ashe Pruette, *Magna Cum Laude*
Sanford

Candy Murrill Purvis
Rocky Mount

Shirlyn Ann Cropin Ratcliff
Princeville, Illinois

Sarah Elizabeth Reiersen, *Magna Cum Laude*
Battleboro

Wanda Forshee Reives
Sanford

Elizabeth Floyd Reveley, *Summa Cum Laude*
Raleigh

Donna Susan Rhodes
North Wilkesboro

Janet Elizabeth Rice
Rockville, Maryland

Anne McKay Richardson
Norfolk, Virginia

Nancy Schrum Riggs
Houston, Texas

Reta Caroline Roberts, *Cum Laude*
Gastonia

Valinda Carol Roberts
Durham

Catherine Rebecca Rodenberg
Buffalo, New York

Cynthia Leigh Rosser
Hampton, Virginia

Cathryn Anne White Ruff, *Magna Cum Laude*
Raleigh

Cathy Newhard Russell
Montgomery, Pennsylvania

Alma Elizabeth Hunt Sarazen
Shelby

Joanne Bruce Saunders
Wadesboro

Linda Carol Saunders
Smithfield, Virginia

Dandridge Stevenson Saville
Easton, Maryland

Melanie Rae Shaffer
Palmerton, Pennsylvania

Katherine Eleanor Shelton
Lynchburg, Virginia

Susan Jan Simmons
Concord

Neville Burks Sinclair
Amherst, Virginia

Laura Lee Slate
Winston-Salem

Helen Irene Slater
Greensboro

Mary Elizabeth Sloop
Dublin, Virginia

Cynthia Lynn Smith
Charlotte

Gloria Rose Smith
Matthews

Jennifer Ellen Smith, *Cum Laude*
Pueblo, Colorado

Lillian Leigh Steele, *Cum Laude*
Hickory

Susan Alice Stenbuck, *Magna Cum Laude*
Cary

Ruth Anne Stephenson, *Cum Laude*
Boykins, Virginia

Catherine Page Stover, *Cum Laude*
East Flat Rock

April Janette Strickland Greensboro	Elizabeth St. George Judd Wiggins Wilson
Janet Bradsher Strickland Roxboro	Teresa Irene Wiggins Goldsboro
Sandra Elizabeth Strickland Pine Level	Deborah Jo Wilkins Edenton
Jane Leggett Stroud Hobgood	Elizabeth Anne Williams Chester, Virginia
Jean Marie Summerville Charlotte	Elizabeth Moore Williams Enfield
Carolyn Marie Swindler Winston-Salem	Judith Lynn Williams Raleigh
Kimberly Poole Tart Dunn	Katherine Pretlow Williams Warrenton
Betsy Ames Terry Norfolk, Virginia	Lucille Dale Williams, <i>Cum Laude</i> Rocky Mount
Margaret Marshall Karstedt Tessier West Point, New York	Mary Elaine Williams Winston-Salem
Bettina Marie Thomas Concord	Sheri Kay Williams, <i>Cum Laude</i> Raleigh
Lynne Leigh Thomason Burlington	Alice Christine Winecoff Durham
Martha Bassett Thomason Concord	Susan Eloise Woodall Raleigh
Mary Lynn Thompson Wilson	Edna Anne Young Shelby
Wynette Louise Turlington Clinton	Sarah Christine Young, <i>Cum Laude</i> Norwood
Linda Lou Veazey Durham	Karen Elise Youngblood Raleigh
Katherine Troy Vessells, <i>Cum Laude</i> Winston-Salem	
Carol Sims Watson Monroe	
Candace Hope Waugh, <i>Cum Laude</i> Danville, Virginia	
Linda Sue Weaver Whiteville	
Jane Gay White Rocky Mount	
Martha Elizabeth White Hertford	
Rachel Agnes White Rockingham	

Bachelor of Music

Christine Bordeaux Farrior, *Cum Laude*
Williamston

Deborah Ann Haddock
Trenton

Cheryl Elizabeth Barnett Johnson
Bennettsville, South Carolina

Linda Joy Keith
Winston-Salem

Karla Kurbjun
Yorktown, Virginia

Mary Carol Lewis
Annandale, Virginia

Charley Ann Peele, *Cum Laude*
Williamston

Donna Dowdy Phillips
Sanford

Susan Alice Stenbuck, *Magna Cum Laude*
Cary

Linda Jo Thompson
Virginia Beach, Virginia

Ann Marie Wagoner, *Cum Laude*
Hamptonville

Elize Davison Wall, *Cum Laude*
Lexington

Lynda Townshend Wall
Raleigh

Susan Elizabeth Tew Wilkins
Roxboro

Jane Oakes Williams, *Cum Laude*
Oxford

Bachelor of Science

Jane Meadows Adams
Greensboro

Beverly Sales Bland
McLeansville

Miriam Elaine Bowman
Thomasville

Mary Jo Brooks, *Cum Laude*
Oxford

Lisa Martha Brown
Roanoke Rapids

Peggy Joyce Bryan
Mt. Olive

Julia Ann Carver, *Cum Laude*
Raleigh

Betty Verlene Davenport
Gumberry

Catherine Drake Faircloth
Fayetteville

Deborah Lynn Fields
Clinton

Rosalie Prince Gates
Roxboro

Susan Carol Goforth
Shelby

Dorothy Ann Laney
Shelby

Laura Karen McLean
Mooresville

Brenda Kay Medlin, *Cum Laude*
Raleigh

Bernice Equilla Minga
Spring Hope

Patricia Janette Nathan, *Cum Laude*
Lumberton

Kathleen McGrath Newton
Charlotte

Lucy Yates Pearce
Raleigh

Loulie Victoria Owens Robinson
Hope Mills

Carolyn Carter Taylor
Washington

Margaret Laura Walser
Roanoke Rapids



ENROLLMENT FOR 1974-75

Fall, 1974 Degree Candidates:

Bachelor of Arts and Bachelor of Music

Seniors	292
Juniors	285
Sophomores	318
Freshmen	349

Total Degree Candidates	1,244
Special Students for credit	186
Special Students for non-credit	302

Total Enrollment, Fall, 1974	1,732
Summer, 1974 Degree Enrollments	286
Special Student Enrollment	243

Total Summer Enrollments	529

Degree Candidates

By States and Foreign Countries

Alabama	1
Colorado	1
Delaware	2
Florida	5
Georgia	6
Illinois	1
Maryland	15
New Jersey	6
New Mexico	1
New York	4
North Carolina	1,042
Ohio	2
Pennsylvania	2
South Carolina	26
Tennessee	4
Texas	3
Virginia	117
West Virginia	2

U.S. Citizens Abroad

Germany	1
Puerto Rico	1

International Students

Libya	1
The Netherlands	1

TOTAL

1,244 Students





BUILDINGS AND GROUNDS

JOHNSON HALL, named in memory of Livingston Johnson and located at the front center of the campus, is the administration building which houses reception rooms and most administrative offices.

CARLYLE CAMPBELL LIBRARY is, as is every college library, the heart of academic life on the campus. This building is named in honor of Meredith's fourth president, Carlyle Campbell, who served the college from 1939 to 1966. The building is equipped with ample study tables and carrels, space for eventual growth of the library's book collection (now 73,000) to 150,000 volumes, and facilities for the best that a college such as Meredith needs in educational services.

JOYNER HALL is a modern classroom building for non-scientific areas of study, offices for faculty, a small auditorium equipped with visual aids, sound-proof recording booths for language classes, art studios and a small art gallery, seminar rooms, a lounge, and a kitchenette. The building was named for James Yarkin Joyner, who served as a trustee for fifty-five years.

HUNTER HALL, named for Joseph Rufus Hunter, provides classrooms and laboratories for biology, business, chemistry, economics, home economics, mathematics, and physics. Also in Hunter Hall are offices and research laboratories for faculty, a science library, a photographic darkroom, and a reception room. An adjacent greenhouse is available for experimental purposes.

ELLEN BREWER HOUSE is a residence used by the Department of Home Economics. In small groups and under the guidance of an instructor, senior home economics majors gain actual experience in home management by living there. Named for Ellen Dozier Brewer, member of the faculty for fifty-seven years, the Ellen Brewer House offers all the modern facilities of a home-like residence, including four bedrooms and baths, a students' study, an office for the supervisor, a living room, dining room, family room, and kitchen.

JONES HALL, named in honor of Wesley Norwood Jones and his wife, Sallie Bailey Jones, houses a recently renovated auditorium—a place of many functions for the college community and for off-campus groups as well. Also located in the building is the Department of Music with its studio facilities, faculty offices, classrooms, a small assembly hall, practice rooms, a music library, a listening room, a recording studio, and an instrument storage room. Speech and drama classes are also conducted here.

COOPER ORGAN, Meredith's first concert organ, is located in the auditorium of Jones Hall. The organ is named in honor of Harry E. Cooper, former Department of Music chairman for over thirty years, and was installed in 1970. It is a three-manual, thirty-five-rank concert instrument with classic voicing, built by the Austin Organ Company. The organ is used for recitals, chapel services, teaching, and practice.

WEATHERSPOON PHYSICAL EDUCATION RECREATION BUILDING, dedicated in 1970, contains a gymnasium, classrooms, a modern dance studio, an indoor swimming pool, and offices for the Department of Health, Physical Education, and Recreation. The building is named in honor of Walter Herbert Weatherspoon and James Raymond Weatherspoon.

VANN, STRINGFIELD, BREWER, FAIRCLOTH, POTEAT, HEILMAN, AND BAREFOOT RESIDENCE HALLS accommodate 140-170 students each. These multiple-story buildings follow the suite arrangements of two rooms and a bath for every four students; two students occupy a room. Telephones are available on each floor, and students may have them installed in their rooms. Pressing rooms, social rooms, study parlors, kitchenettes, and laundry facilities are conveniently located in the residence halls. The residence halls are named for Richard Tilman Vann; Oliver Larkin Stringfield; Charles Edward Brewer; William T. Faircloth; Ida Isabella Poteat, William Louis Poteat, and E. McNeill Poteat; E. Bruce Heilman; and Culbreth C. Barefoot, Kelty Barefoot, and their family; respectively.

BELK DINING HALL, large enough to accommodate the entire student body at one time, may be reached from most residence halls by covered breezeways. Air conditioning has been installed, and the building has been completely refurbished. Dedicated in 1970, Belk Dining Hall was named in honor of Carol Grotnes Belk.

DELIA DIXON CARROL INFIRMARY was named for Elizabeth Delia Dixon Carroll, college physician for thirty-four years. The facility has a nurse in residence and a doctor on call twenty-four hours a day for any medical needs that might arise. The infirmary is well-equipped, contains thirty-five beds, and is completely air-conditioned.

MAE GRIMMER ALUMNAE HOUSE includes offices of the Alumnae Association, as well as bedroom suites for guests of the College. There are also a reception room and a kitchen for social events. For thirty-six years Mae Grimmer was executive secretary of the Alumnae Association, and the house is named in her honor.

ELVA BRYAN McIVER AMPHITHEATER, with a seating capacity of 1,200, was completed in 1964. Located in an oak grove to the south of Jones Hall, the amphitheater overlooks a four and a half acre lake. An island stage separated from the amphitheater by a moat is complete with lighting and sound systems, making the theater ideally suited for outdoor performances and general college programs. Named for Elva Bryan McIver of Sanford, N. C., the amphitheater was made possible by a bequest from this friend of the College.



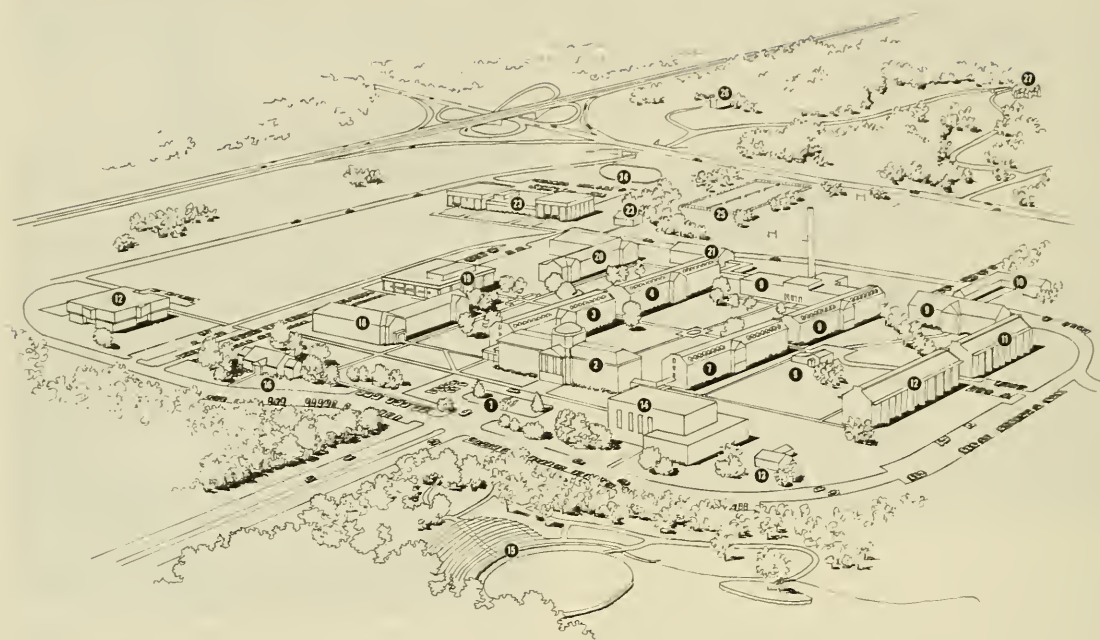
CATE COLLEGE AND CONTINUING EDUCATION CENTER contains continuing education facilities, including the 240-seat Kresge Auditorium; the student supply store; snack bar; student government offices; student publication offices; the college post office; lounges; and game rooms. Cate Center houses also offices for some administrators of student services. Named in honor of Kemp Shields Cate, this new center was dedicated in 1974.

MASSEY HOUSE is the on-campus residence of the president. It is occasionally used to entertain students and other constituents of the College. The house is named in honor of the late Dr. Luther M. Massey and Mrs. Massey in appreciation of their service to Meredith.

SHAW FOUNTAIN is positioned on the front center campus near the entrance to the administration building. The six water spouts control ten water height stages and are illuminated by twenty multi-colored lights. Named in honor of Henry M. Shaw and his wife, Blanche M. Shaw, the twenty-foot circular fountain was dedicated in 1974.

THE HUT, a log cabin near Meredith's lake, is now used as a coffee house at designated times.

MEREDITH COLLEGE STABLES accommodate approximately forty college-owned horses. Facilities are there for classroom sessions in equitation as well as for outdoor and indoor riding.



Meredith College Campus Map

- | | | |
|--|--|--|
| 1 Shaw Foundation | 11 Barefoot Residence Hall | 20 Hunter Hall (science,
home economics) |
| 2 Johnson Hall (administration) | 12 Heilman Residence Hall | 21 Delia Dixon Carroll Hall (infirmary) |
| 3 Vann Residence Hall | 13 The Hut | 22 Ellen Brewer House
(home management) |
| 4 Stringfield Residence Hall | 14 Jones Hall (auditorium, music) | 23 Weatherspoon Physical Education-
Recreation Building |
| 5 Belk Dining Hall | 15 Elva Bryan McIver Amphitheater | 24 Show Ring |
| 6 Faircloth Residence Hall | 16 Mae Grimmer Alumnae House | 25 Tennis Courts |
| 7 Brewer Residence Hall | 17 Cate College and
Continuing Education Center | 26 Meredith Stables |
| 8 Temporary Art Studio
(formerly Beehive) | 18 Joyner Hall (liberal arts) | 27 Massey House (president's residence) |
| 9 Poteat Residence Hall | 19 Carlyle Campbell Library | |
| 10 Maintenance Shop | | |

LOCATION

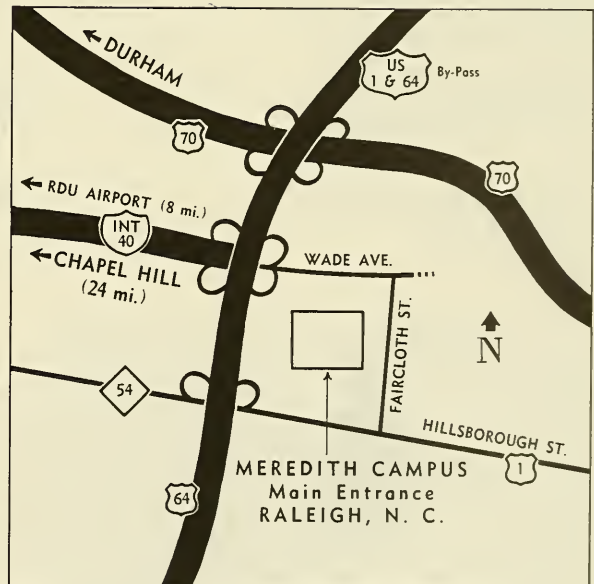
Located in central North Carolina, Raleigh, home of Meredith College, is a growing city of 135,000 people. The campus, however, is on the western outskirts of the city, and the 225 acres are unspoiled by commercial or residential development. Situated at the junction of two major highways—U.S. 1 and 64 and Interstate 40—there is easy access to other major cities. The Raleigh-Durham Airport, serving the major airlines, is just eight miles from the campus.

Raleigh is the center of an area known as the Research Triangle, composed of Raleigh, Durham, and Chapel Hill. Raleigh is also the home of the state's land grant university, North Carolina State. Approximately twenty-five miles away is Chapel Hill, the site of the University of North Carolina. Duke University is seventeen miles away at Durham. Wake Forest University, another major North Carolina university, is two hours away in Winston-Salem.

The state is proud of its scenic beauty, and Raleigh is centrally located so that both the lovely mountain ranges of western North Carolina and the beaches of the eastern part of the state are only two to three hours away. For several years students have organized vacation groups to take advantage of skiing opportunities while others enjoy the beaches of coastal North Carolina.

By Auto

Easy access to the Meredith College campus is provided by Interstate 40 and U.S. 1 and 64 By-Pass. The campus is situated on the western-most side of Raleigh and is bounded on the north by Wade Avenue, on the east by Faircloth Street, on the south by Hillsborough Street, and on the west by U.S. 1 and 64 By-Pass. The campus front entrance faces Hillsborough Street, and appropriate highway markings are placed to guide the visitor to the campus.



ACADEMIC CALENDAR 1975-76, 1976-77

Fall Semester

	1975-76	1976-77
Arrival of new students	August 22	August 20
Change day	25	23
New student registration	26	24
First class day	27	25
Last day to add a course	September 2	August 31
Last day to drop with a "W" grade	23	September 21
Autumn recess begins at 5:00 P.M.	October 17	October 15
Classes resume at 8: A.M.	22	20
Mid-term reports due	20	15
Pre-registration conferences	Oct. 27 — Nov. 21	Oct. 25 — Nov. 19
Thanksgiving recess begins at 1:00 P.M.	November 26	November 24
Classes resume at 8:00 A.M.	December 1	November 29
Last class day	12	December 10
Examinations	December 13 — 19	December 11 — 17



Spring Semester

	1975-76		1976-77	
Registration	January	12	January	10
First class day		13		11
Last day to add a class		19		17
Last day to file for graduation		30		28
Last day to drop with a "W" grade	February	9	February	7
Founders' Day		27		25
Mid-term reports due	March	3	March	2
Spring recess begins at 5:00 P.M.		5		4
Classes resume at 8:00 A.M.		15		14
Pre-registration	Mar. 22 — Apr. 9		Mar. 21 — Apr. 13	
Easter Recess begins at 5:00 P.M.	April	14	April	6
Classes resume at 8:00 A.M.		20		12
Last class day	May	7	May	6
Examinations		8—14		7—13
Commencement		16		15

Summer School

First session begins	May	24	May	23
First session ends	June	11	June	10
Second sessions begins	June	14	June	13
Second sessions ends	July	2	July	1
Third session begins	July	5	July	5
Third session ends	July	23	July	22
(Saturday July 9, regular class day)				

CORRESPONDENCE AND VISITS

The mailing address of the College is Raleigh, North Carolina, 27611, and the college telephone number is (919) 833-6461. Inquiries are welcomed. The College will answer questions by correspondence or by arranging visits through the Office of Admissions.

Dean of the College	<i>educational programs</i>
Dean of Students	<i>student interests, housing matters</i>
Director of Alumnae Affairs	<i>alumnae matters</i>
Office of Admissions	<i>admissions, catalogue requests, student employment, financial aid</i>
Office of Continuing Education	<i>community educational services</i>
Office of Development	<i>Parents' Association</i>
Office of Information Services	<i>news items</i>
Placement and Vocational Guidance	<i>graduate employment, vocational testing</i>
Registrar	<i>academic records, student re- ports, transcripts, summer school</i>
Vice President for Business and Finance	<i>expenses</i>

INDEX

- Academic enrichment, 14-6
- Academic opportunities, 12-4
- Accreditation, 10
- Administration, 120-3
 - Correspondence directory, 138
- Admission, 25-37
 - Advanced placement and credit, 30
 - Advanced standing, 32-4
 - Condition of admission, 36
 - Early decision plan, 29
 - Freshmen, 25-9
 - International students, 34
 - Part-time students, 35
 - Regular admission program, 29-39
 - Requirements, 25-9
 - Special students, 36
- Advisers, academic, 23, 66
- Alumnae Association, 112
- American University, 15, 66
- Art, 77-8
- Associates, Board of, 109-11
- Attendance at classes, 69
- Auditing, 67
- Biology, 78-9
- Buildings and grounds, 132-4
- Business administration courses, 80-1
- Calendar 1975-76, 1976-77, 136
- Career direction, 58-64
- Catalogue, Choice of, 55
- Chemistry and physical science, 82-3
- Chemistry courses, 82-3
- Concerts, 98
- Continuing education, 14, 65
- Convocation, 16, 65
- Cooperating Raleigh College, 15, 65
- Cooperative Education, 15-6, 65, 76
- Correspondence, 138
- Counseling, 22-3
- Courses of Study, 75-105
- Credit regulations, 67-8
- Cultural activities, 16-8
- Dean's list, 16, 73
- Degree programs, 56-7
 - Bachelor of Arts and
 - Bachelor of Science, 56-7
 - Bachelor of Music, 57
 - Second baccalaureate degree, 57
- Degrees conferred in 1974, 124-30
- Drew University, 15, 66
- Drop-add period, 69
- Economics courses, 81-2
- Education, 84-5
- Eligibility list, 72-3
- English courses, 86
- English and speech, 86-7
- Enrollment for 1974-75, 131
- Equitation, 22, 40, 90
 - Fees, 40
 - Courses, 90
- Faculty, 10-1, 113-9
 - Faculty Emeriti, 119
 - Part-time faculty, 116-8
- Fees, 39-41
 - Course fees, 39-40
 - Payment dates, 41
 - Special fees, 40
- Filing for graduation, 73
- Financial aid, 42-53
 - Application procedures, 50-1
 - Awards, 48
 - Campus employment, 48
 - Federal assistance programs, 48-50
 - Grants-in-aid, 46
 - Loan funds, 47
 - Other sources, 51-3
 - Notification of awards, 43, 51
 - Philosophy, 42-3
 - Scholarships, 43-7
- Foreign languages, 87-9
- French courses, 87-3
- Freshman Colloquium, 76
- General courses, 83
- Geography courses, 83
- German courses, 88
- Grading system, 69-71
- Graduate Record Examination, 73
- Health care, 22
- Health, physical education, and recreation, 89-91
- History and political science, 91-3
- Home economics, 93-4
- Honor System, 18
- Honors programs, 16, 72-3
 - Deans's list, 16, 73
 - Degree with distinction, 16, 73
 - Kappa Nu Sigma, 16
 - Sigma Alpha Iota, 16

- Intercollegiate Sports, 22
- Interdisciplinary studies, 76
- International students, 34
- Interviews, 28
- Intramural sports, 22
- Latin courses, 88
- Load restrictions, 68-9
- Location, 135
- Overseas study, 15, 65-6
- Majors, 58
- Map of campus, 134
- Mathematics, 95-6
- Meredith abroad, 15, 65-6
- Meredith Christian Association, 20-1
- Meredith College, heritage, 4-5, 9
- Meredith Recreation Association, 21-2
- Meredith, Thomas, 4, 5
- Music, 97-102
 - Applied music, 100
 - Ensembles, 100
 - Orchestral instruments, 101-2
 - Organ, 101
 - Piano, 101
 - Preparatory division of music, 14
 - Violin, 101
 - Voice, 102
- Orientation, 36-7
- Part-time students, 35
- Pass-fail option, 70-1
- Philosophy courses, 104
- Physics courses, 83
- Political science courses, 92-3
- Presidents of Meredith, 5, 9
- Provisional credit, 68
- Psychology, 102-3
- Purpose of Meredith, 10
- Quality-point ratio, 71
- Re-admission of former students, 34-5
- Recitals, 98
- Recreation, 21-2
- Registration, 36-7
- Religion and philosophy, 103-4
- Religion courses, 103-4
- Religious life, 20-1
- Repetition of courses, 71
- Residence, 22
- Resident credit requirements, 67
- Retention, 71-2
- Schedule, 12
- Scholarships, 43-7
 - Competitive, 43-5
 - Endowed, 46-7
 - General, 46
- Senior-year scholars program, 31-2
- Silver Shield, 20
- Social activities, 16-8
- Social welfare program, 14, 59
- Societies, 20
- Sociology, 104-5
- Spanish courses, 88-9
- Special studies, 14, 65, 76
- Special students, 36
- Speech and theater courses, 86-7
- Student Government Association, 19
- Student Handbook*, 19, 72
- Student publications, 19-20
- Students, 11-2, 18-20
 - Organizations, 19-20
 - Responsibility, 18
- Summer scholars program, 30-1
- Summer sessions, 37, 66
- Teacher education, 13, 60-4, 84
- Terms of payment, 41-2
- Trustees, Board of, 107-8
- Tuition and fees, 39-41
- United Nations, Study at Drew University, 15, 66
- Visits, 138
- Withdrawal from classes, 69
- Withdrawal from the College, 73
- Women's studies, 76



meredith
college

RALEIGH NORTH CAROLINA 27611

meredith college

CATALOGUE ADDENDUM
1975~76 ISSUE



the many
sides of
meredith





Catalogue Addendum

1975-76

NEW PROGRAMS AND EXTENSIVE REVISIONS

Psychology

The program in psychology was completely reworked. The whole section in the *Catalogue*, p. 102, 103, should be replaced with the following:

Requirements for a Major

A minimum of twenty-eight semester hours in psychology, including 100, 201, and a course involving statistical methods in psychology. Psychology 100 is a prerequisite for all courses.

100 GENERAL PSYCHOLOGY

An introduction to the scientific study of behavior, including such topics as maturation and development, motivation, emotion, learning and thinking, and individuality and personality. *Credit, three hours. Staff.*

104 PSYCHOLOGY OF ADJUSTMENT (Old Title—Mental Health)

Basic characteristics of healthy development and the dynamics of adjustment and constructive behavior in response to stress, frustration, conflict and other thwarting situations. *Credit, three hours. Staff.*

201 EXPERIMENTAL PSYCHOLOGY

An introduction to experimental research in psychology including such areas as perception, conditioning and motivation, memory and cognition, social psychology. Lecture and lab. *Credit, four hours. Staff.*

204 DEVELOPMENTAL PSYCHOLOGY (Old Title—Lifespan)

The effects of physical and social factors on human development from conception to death, with major emphasis on childhood and adolescence. Included topics: physical, perceptual, motor, language, cognitive, emotional, moral, and social development. *Credit, three hours. Staff.*

205 PSYCHOLOGY OF EXCEPTIONAL CHILDREN AND ADOLESCENTS

An introduction to the physiological and psychological characteristics of the major types of exceptional children and adolescents, including: the gifted, retarded, and emotionally disturbed; persons with speech, hearing, visual, and crippling health disabilities; and those with major specific learning disabilities. *Credit, three hours. Staff.*

206 PSYCHOLOGY OF WOMEN

The purpose will be to increase the understanding of women from a psychological point of view. Topics included will be a critique of the psychoanalytic view of women, the effects of body states on personality, psychosomatic dysfunctions of the reproductive system, differences between male and female brains, differences in the way male and female infants behave, how sexual identity develops, self-esteem, achievement motivation, and changes in the roles women play during their lifetimes. *Credit, three hours. Staff.*

304 PSYCHOLOGICAL TESTING AND EVALUATION

A study of the principles of psychological testing, and of the role of testing in evaluation in educational and several other settings. An introduction to the major types of tests including tests of general and special abilities, aptitude, achievement, interests, and personality. *Credit, three hours. Staff.*

305 THEORIES OF PERSONALITY

Major contemporary theories of personality. Theories evaluated in light of research findings. *Credit, three hours. Staff.*

306 ABNORMAL PSYCHOLOGY (Old Title—Behavior Disorders)

A study of major forms of behavior pathology, including neuroses, psychoses, character disorders, alcoholism, and drug

addiction. Suggested prerequisite: Psychology 104. *Credit, three hours. Staff.*

307 PSYCHOLOGY IN HISTORICAL PERSPECTIVE

The focus of this course is the historical genesis of current concerns in psychology. Particular emphasis will be placed on the seminal work of late 19th and 20th century psychological pioneers. *Credit, three hours. Staff.*

404 LEARNING

An introduction to experimental and theoretical issues in learning and to the practical application of learning principles. Information treated will include: classical and operant conditioning; human learning and memory. *Credit, three hours. Staff.*

405 PERCEPTION

A study of the various senses and how they function. How our needs, desires, expectations, and previous experiences influence our perception. Understanding of the principles of psychophysics. The course will also focus on cognitive factors in perception. *Credit, three hours. Staff.*

406 PHYSIOLOGICAL PSYCHOLOGY

A survey of the functional anatomy of the nervous system with special emphasis on current views of the contributions of various subsystems to psychological phenomena. *Credit, three hours. Staff.*

407 SOCIAL PSYCHOLOGY

A study of the theories and research relevant to interpersonal influence, the ways in which an individual is influenced by other people. Included topics: attitude change, conformity, interpersonal attraction, affiliation and emotion, person perception, aggression, and altruism. Suggested prerequisite: Psychology 201. *Credit, three hours. Staff.*

Multi-Disciplinary Major in Political Studies

(Add to Catalogue pp. 91-93)

Requirements for a Major

A major in Political Studies is a multi-disciplinary major with a political science core. Requirements include 36 credit hours with 18-21 hours in political science, including individual research and a seminar in scope and methods, and 15-18 hours in related fields such as sociology, economics, religion, philosophy, psychology, and history. The choice of courses in related fields must be approved by the Director of the Political Studies Program.

CAPITAL CITY SEMESTER

The Capital City Semester, an intercollegiate program of intensive seminar and research experience in North Carolina government and politics, will be offered from time to time. Participants will meet downtown on Tuesdays and Thursdays for seminar sessions with speakers who are involved in state government-related activities. Special research projects, field trips, and individual observation projects are also part of this program. Six hours of seminar credit and three hours of research credit are granted for participation in this program.

PSC 100 AMERICAN POLITICAL SYSTEM

An introduction to each level of American government, local, state, and national, with emphasis on their interrelationships. *Credit, three hours.* Staff.

PSC 204 MODERN POLITICAL SYSTEMS

An introduction to the theory and practice of government in major contrasting political systems. Liberal democratic, communist, and developmental systems are considered, with major focus on Great Britain, China, and at least one developing nation. *Credit, three hours.* Staff.

PSC 300 POLITICAL PARTIES AND PRESSURE GROUPS

A study of the organization and practices of American parties and pressure groups. Included will be the study of campaigns and elections, lobbying and other pressure groups processes, and an evaluation of pressure groups as mediating agencies for individual participation and for social change in the United States. *Credit, three hours.* Staff.

PSC 301 THE CONSTITUTION AND THE RIGHTS OF AMERICANS

The law and practice of constitutional interpretation. The course includes consideration of the role of the Supreme Court as a judicial and political force in American government, and consideration of the uses of law as an agent for social change. Emphasis will be on the interpretation of civil liberties and civil rights guarantees. *Credit, three hours.* Staff.

PSC 302 STATE AND LOCAL POLITICS IN THE UNITED STATES

Processes and policies related to state and local government and politics. Included will be the study of federalism, intergovernmental relations, state powers, urban politics and problems, and processes and influences in state politics. This course will not be offered in those years when the Capital City Semester program is offered. *Credit, three hours.* Staff.

PSC 334 DIRECTED INDIVIDUAL RESEARCH

Required of all political studies majors. Capital City Semester students do their research as part of the total program. Other students may work out research proposals with the Director of the Political Studies Program. See History 334. *Credit, three hours.* Staff.

PSC 350 SELECTED TOPICS IN POLITICAL STUDIES

Unitary or modular presentation of important topics related to politics and government. Possible inclusions would be: the politics of

justice, political theory, the American presidency, the politics of social policies, and the politics of particular countries or world areas. *Credit, one to four hours.* May be taken on multiple occasions. Staff.

PSC 374 INTRODUCTION TO RESEARCH
See Sociology 374 for description (p. 105).

PSC 400 SEMINAR OR READINGS IN SCOPE AND METHODS OF POLITICAL SCIENCE

An exploration into (a) the scope of political science study in historical and contemporary times, (b) philosophy and varieties of political science. *Credit, one hour.* Staff.

The Art Education program (like music) is listed in the Art Section on page 77 rather than on page 64.

COURSE CHANGES

New psychology courses are previously listed.

New Political Science courses are previously listed.

Other new courses.

- A. RELIGION 262—The Life and Teachings of Jesus

An in-depth study of the person and the ministry of Jesus, based upon the four gospels. Attention will be given to the critical questions related to the gospels. Appropriate background materials from non-biblical sources will be employed. *Credit, three hours.*

- B. A Life Directions Seminar was approved as a pilot project for the spring of 1976.

LDI 100—LIFE DIRECTIONS SEMINAR
Designed to stimulate the freshman stu-

dent to examine and analyze herself as a responsible person in relation to her life direction in college and after. Emphasis on how the college experience is related to the development of self-confidence, intellectual independence, and skills in human relationships. Group discussion, guest lectures, films, and other related activities. Meets one hour per week plus two plenary sessions per month. Spring semester. *Credit, one hour.* Pass-Fail grading.

Some internal changes in courses

- A. The course listing in Genetics on p. 79 is changed to read as follows. The main change is in the number designation and math prerequisite.

BIOLOGY 331—Genetics

A course designed to provide an understanding of the principles of classical, population, and molecular genetics and the relationship of these principles to human heredity, agriculture, evolution, and selected environmental problems. Prerequisite: BIOLOGY 111, 112. Recommended: Mathematics 110 or equivalent. Corequisite for Biology Genetics Lab (BIO 341). Three lectures per week. *Credit, three hours.*

BIOLOGY 341—Genetics Laboratory

A collection of laboratory exercises designed to provide some practical exposure to some of the general principles considered in Genetics (BIO 331). Laboratory work will be based upon a number of organisms, including bacteria, fungi, higher plants, fruit flies, and man. Prerequisite: Mathematics 110 or equivalent. Corequisite: Genetics (BIO 331). Three hours laboratory per week. *Credit, one hour.*

- B. Change the prerequisite for Chemistry 352, Instrumental Analysis, from Chemistry 351 to Chemistry 111, 112. (see p. 83)

- C. Final evaluation for students in Education 439, Observation and Directed Teaching, will be a pass/fail basis.

Course Deletions

- A. Psychology—see above listing.
B. Political Science—see above listing.
C. Delete Freshman Colloquim as a prescribed course (p. 56) and strike FCO 100 from course listings (p. 76).

NEW REGULATIONS AND CLARIFICATION OF OTHERS

Continuing Education Units

Meredith College offers Continuing Education Units for selected non-credit courses.

One Continuing Education Unit (CEU) = 10 Contact hours. Continuing Education Units may be recorded in tenths, thus a 10 week course meeting two hours per week would produce two Continuing Education Units and a 12 week course would produce 2.4 Continuing Education Units.

The Coordinator of Continuing Education, in consultation with the Academic Dean, will determine the specific courses for which Continuing Education Units will be offered.

Continuing Education Units will be recorded in the Office of the Registrar.

These Continuing Education Units will not be used as college credit for a degree from Meredith College.

An attendance record is kept for those Continuing Education courses offering Continuing Education Units. The student must be present a minimum of 90% of the contact hours in order to receive Continuing Education Units for the course.

Area Distribution requirements are not excluded from pass-fail option.

Admission to the Teacher Education Program will be made according to the following standards and procedures.

Admission to Teacher Education is open to all Meredith students who meet the standards established by the Meredith College Teacher Education Committee. The following represent the procedures and considerations involved.

- A. A student who plans to enter the program indicates the same to her faculty adviser normally by the end of her sophomore year and no later than one full semester prior to the semester in which she does student teaching.
- B. Students who plan to teach on the secondary level should select majors in the academic fields which are taught in the junior and senior high schools.
- C. Declaring her major in the Office of the Dean of the College, the student and her adviser prepare a program leading to graduation and certification.
- D. The student next files with the Department of Education an "Application for Admission to Teacher Education." This application is interpreted as a strong indication of the student's serious intent and commitment to a career in teaching.
- E. All applications are reviewed by the Education Department, which makes the decision concerning admission to Teacher Education. Appeals pertaining to this decision are to be made in writing to the Teacher Education Committee.
- F. Admission to Teacher Education takes into account
1. Meredith College work completed;
 2. An overall grade point average of 2.00 (C) or above;
 3. The planned program leading to certification;
 4. Recommendations from the student's adviser, a faculty member of the student's choice, and the Dean of Students.
- G. Students with a baccalaureate degree from another institution seeking certification from Meredith must take a minimum of 30 hours of course work at Meredith includ-

ing both additional course work in the specific teaching areas and professional education courses.

Student Teaching Requirements

The following requirements must be met before a student is permitted to register for student teaching.

- A. An overall grade point average of 2.00 or above to have been achieved by the end of the term prior to student teaching.
- B. Observation and participation in the public schools and/or of children and youth in other situations.
- C. Demonstration of competencies established by the Department of Education indicating teaching effectiveness.
- D. Current enrollment in or satisfactory completion of all required special method courses.
- E. The required physical exam for public school teachers.
- F. Filing of an application for student teaching placement with the Department of Education.

The Dean's List selection (p. 73) was changed to read as follows:

At the end of each semester a Dean's List is published in recognition of those students who have achieved a high academic level in their courses for that semester. Students who passed all Meredith and Cooperating Raleigh Colleges courses with a 3.20 grade point average will be placed on the list. The students must have completed at least twelve semester hours during the semester, including courses at other Cooperating Raleigh Colleges.

The Statement on Graduation (p. 73) with Distinction was changed to read as follows:

The degree of Bachelor of Arts, Bachelor of Science, or Bachelor of Music with Distinction is conferred upon a student under the following conditions:

- A. A student must have been in residence at Meredith long enough to have earned a minimum of fifty-seven semester hours in courses at Meredith and interinstitutional courses at other Cooperating Raleigh Colleges.
- B. For the purpose of computing the standing of a student, two averages must meet the required standards established for honors:
 1. Meredith credits—all courses taken at Meredith
 2. Total credits—all courses taken at any institution, including Meredith
- C. Students whose average is 3.2 quality points per semester hour are graduated cum laude; those whose average is 3.6 quality points per semester hour are graduated magna cum laude; those whose average is 3.9 quality points per semester hour are graduated summa cum laude.

ERRATA

- A. P. 61 — Under K-3 "Geography 201" should read Geography 204 in two places—3rd and 7th line from bottom.
- B. P. 80 — Under Office Administration Concentration "374" should read "384." —Bus. 374, Business Communication and Reports, should be Bus. 384. —Bus. 384, Office Procedures and Management should be Bus. 344.
- C. P. 114 — Miss Beatrice Donley's rank should be Professor.
- D. P. 95 and 115 — Dr. Dorothy Preston's rank should be Associate Professor.
- E. P. 115 — Dr. Peter Klausmeyer's rank should be Assistant Professor.
- F. P. 116 — Mrs. Helen Turlington's rank should be Assistant Professor.
- G. Names of Faculty Emeriti omitted—
Suzanne Freund, Associate Professor of Foreign Languages
Louise Lanham, Associate Professor of English
Anna Peck, Instructor in Geography

merecith college

JULY, 1976





meredith college

CATALOGUE ISSUE 1976-77



the many
sides of
meredith



NONDISCRIMINATORY POLICY

Meredith College admits women students of any race, color, national and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the College. It does not discriminate on the basis of race, color, national and ethnic origin in administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other school-administered programs.

meredith college

Volume 4 / Number 3 / July, 1976

Published four times a year in April, June, July and August by Meredith College, Box X139, Raleigh, North Carolina 27611

Second class postage paid at Raleigh, North Carolina 27611

STUDENT PHOTO CREDITS

Helen Kastretsios 7 (bottom left and right),
19, 44, 51, 52
Annette Michelli 95
Lou Mickey 6, 98

CONTENTS

President's Message	4
Overview	9-15
Accreditation	10
Purpose	10
A Women's College	11
Student Life	11
Continuing Education	12
The Faculty	13
Curriculum	13
Individualized Study	14
Career Direction	15
Admission	17-27
Freshman Admission	18-22
Transfer Admission	22-23
International Students	24
Re-Admission of Former Students	25
Part-time Students	25
Special Admission Program	25-26
Condition of Admission	27
Summer Session	27
Finances	29-43
Tuition and Fees	29-32
Terms of Payment	32-34
Financial Aid Philosophy	34-35
Competitive Scholarships	35-36
General Scholarships and Grants	37
Endowed Scholarships	38-39
Loan Funds	39
Campus Employment	39-40
Federal Assistance Program	40-41
Aid Application Procedures	41
Notification of Awards	42
Other Sources of Aid	42-43
Student Life	45-53
Orientation	45
Cultural and Social Activities	46
Convocation	47
Student Honors	47-48
Student Responsibility	48-49
Student Government Association	49-50
Student Organizations	50
Religious Life	50-51
Recreation	51-52

Residence	52-53	Enrollment	127
Health Care	53	Buildings and Grounds	128-129
Counseling	53	Campus Map	130
Academics	55-77	Location	131
Choice of Catalogue	55	Academic Calendar	132-133
Degree Programs	56-58	Index	134-136
Career Direction	59-65		
Continuing Education	65-66		
Individualized Options	66-68		
Summer Study	68		
Convocation	68		
Academic Planning and Advising	69-71		
Credit Regulations	71-73		
Grading System	74-76		
Academic Recognition	76-77		
Retention	77		
Official Withdrawal	77		
Courses of Study	79-111		
General Courses	80		
Cooperative Education	80		
Special Studies	80		
Interdisciplinary Studies	80		
Women's Studies	80		
Art	81-82		
Biology	82-83		
Business and Economics	84-86		
Chemistry and Physical Science	86-88		
Education	88-90		
English and Speech	90-91		
Foreign Languages	92-93		
Health, Physical Education and Recreation	94-95		
History and Political Science	96-98		
Home Economics	98-99		
Mathematics	100-101		
Music	102-107		
Psychology	107-108		
Religion and Philosophy	109-110		
Sociology and Social Work	110-111		
College Directory	113-132		
Board of Trustees	113-114		
Board of Associates	115-116		
Alumnae Association	117		
Faculty	117-120		
Part-time Faculty	121-122		
Faculty Emeriti	122-123		
Administration	123-126		



PRESIDENT'S MESSAGE

In 1835, an anonymous member of the Baptist State Convention of North Carolina proposed that a committee "consider the establishment of a female seminary of high order." Arguing that the women of North Carolina deserved better fare than the needlepoint and embroidery curricula of the private academies, Thomas Meredith sparked the movement which gained momentum during the years immediately following. Discussion centering on the need to provide the educational opportunities that men enjoyed for women and on the feasibility of getting sufficient support for the venture was a part of the next fifty-six conventions. Out of these debates Meredith College was born.

Meredith is proud of her history as a church-related liberal arts college for women, especially in these days when traditional roles of women are changing. As it is proud of its history, so the College is proud that it is also responsive to needs for change. For instance, Meredith has implemented curricular changes in recent years which have made the academic program more flexible, more adaptable to students' individual interests. Meredith's heritage and responsiveness to students' needs have always worked to produce a program which is concerned with the development of the whole individual.

One way in which Meredith seeks to develop the whole individual is through a faculty devoted to teaching undergraduates. Such devotion provides students more individual attention than is available at in-

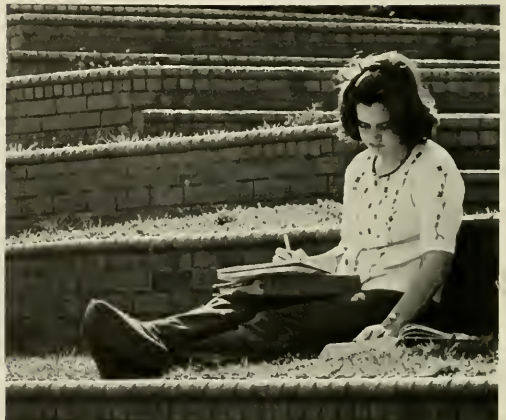




stitutions less committed to the teaching of undergraduates. Another way Meredith works to develop the total student is suggested in the College's statement of purpose: "... to develop in its students the Christian attitude toward the whole of life"

None of Meredith's features described in the preceding paragraphs adequately account for the College's success as a high quality liberal arts institution. Rather, it is the combination of many features that makes Meredith not only an excellent place to prepare women for leadership, but also a special place which has earned the deep loyalty of its graduates. The devotion of the 7,800 alumnae who have profited from the Meredith experience is dramatic testimony to the foresight of Thomas Meredith and to the wisdom of the men and women following him who share his ideals.

John Edgar Weems, *President*







Meredith College: An Overview

The rich heritage enjoyed by the Meredith student of today began in 1835 when, at a session of the Baptist State Convention, the idea of a new college was conceived. Thomas Meredith, founder and editor of the *Biblical Recorder*, was named to chair the 1835 committee and was a member of subsequent ones that kept the concept alive. In 1838 he urged his fellow Baptists to institute a "school (to) be modeled and conducted on strictly religious principles; but that it should be, so far as possible, free from sectarian influences." Baptist Female University was founded in 1891, the year in which it was chartered by the state legislature. By 1899 it had matured sufficiently to accept students. Ten years later it was given the name Meredith College in honor of that leader whose persistence helped make it a reality. Its campus, then located near North Carolina's capitol, was moved to its present west Raleigh home in 1926. The College has grown from the single building in downtown Raleigh that was once Baptist Female University to a 225-acre campus with a library, classroom buildings, seven residence halls, administration building, gymnasium, college center, auditorium, and other physical facilities that in design and function reflect the best of the founders' ideas.

Meredith's seven presidents have been James Carter Blasingame, 1899-1900; Richard Tilman Vann, 1900-1915; Charles Edward Brewer, 1915-1939; Carlyle Campbell, 1939-1966; Earl Bruce Heilman, 1966-1971; Craven Allen Burris (Acting), September-December, 1971; and John Edgar Weems, January, 1972-present.

ACCREDITATION

Meredith College is accredited by the Southern Association of Colleges and Schools, the National Association of Schools of Music and the Council on Social Work Education. The College is a member of the American Association of Colleges and the American and North Carolina Associations of Colleges for Teacher Education. Graduates of Meredith are eligible for membership in the American Association of University Women.

PURPOSE

Meredith is a women's college of high quality in the liberal arts — a college in which the Christian perspective is the integrative principle of all that comprises the educational program. The purpose of Meredith College is to provide experiences through which her students will develop the Christian attitude toward the whole of life. Its intention is to provide not only thorough instruction, but also culture made perfect through the religion of Jesus Christ. In an atmosphere of freedom and commitment, students are encouraged to realize their potential as individuals, to acquire sound knowledge in the arts, sciences, humanities, and to develop skills in analytical thought and communication. Through the total educational experience available at Meredith, the College seeks to prepare her students for intelligent citizenship, for productive work in the vocations and professions, for graduate and professional study, for leisure, and for home-making.



A WOMEN'S COLLEGE

Meredith College was founded on the premise that excellence in education is as important for women as for men. Throughout its history, the College has made important contributions to the education of women and has been graduating highly qualified women since the early part of this century. Meredith graduates have pursued careers with distinction and have provided outstanding leadership and service to their communities and states.

Providing an environment conducive to self-discovery and development, Meredith is uniquely suited for educating women to lead and function in society. In addition to sound academic instruction and opportunities for personal growth, the College has developed special programs and study opportunities relevant to the needs of today's women. The College seeks to provide education for viable career choices and alternative futures, recognizing and reinforcing the woman as a competent, skilled, and intellectual being.

STUDENT LIFE

To provide the most stimulating learning environment possible, Meredith College seeks a diverse student body. The approximately 1,350 enrolled students come from North Carolina, numerous other states and several foreign countries; from all races; from public and private schools; and from various denominations and faiths. The older students returning to the College to continue their educations help provide a heterogeneous classroom atmosphere, thereby enhancing communication, debate, and idea exchange. Each student is an individual with her own interests and most of them take seriously their studies and academic performance. They enjoy an academic and social climate which fosters close communication between students and faculty in an atmosphere of respect and concern for learning and enrichment.

Most students also find time to participate in campus activities and to enjoy the many opportunities of the Raleigh area. Meredith seeks to provide a total educational experience for her students — one where creative, spiritual, leadership, and physical talents and interests can be developed according to the student's own desires. Committed to fostering strong leadership, skills development, and self-awareness, Meredith provides each student opportunities to participate in a variety of activities. Opportunities for leadership cut across the racial, ethnic, religious, social, cultural, and geographic backgrounds of her students. Whatever her special interests, the Meredith student finds an environment which affirms her individuality and helps fulfill her own particular needs.

While Meredith students enjoy the beauty of the 225-acre campus and the variety of experiences available on campus, they are also actively involved in the life of the city. Raleigh, a city of more than 100,000 and the

capital of North Carolina, affords many enriching opportunities for students. Located in the Research Triangle area, Raleigh's proximity to other outstanding universities affords additional cultural and social advantages as well as academic opportunities for Meredith students to take classes at the five other colleges and universities in the city. Students participate in city and state government, work with numerous volunteer agencies, participate for credit or non-credit in internships with state government offices and business establishments, work in various churches and schools and with such agencies as Archives and History, Governor Morehead School, and Dorothea Dix Hospital, and teach in the schools of Raleigh and Wake County as student teachers. Thus, a variety of opportunities involve students in the life of an exciting city and state capital, which is home to more than 20,000 college students.

CONTINUING EDUCATION

Meredith is committed to encouraging in each student an appreciation of human development as a lifelong process. Meredith therefore seeks to serve the woman, who, as her life unfolds, wishes to continue her education. This may be done by taking enrichment courses (see page 66), auditing courses (see page 70), or taking courses for credit. She may begin a degree, complete a degree, complete a second degree, meet teacher certification requirements or update an area of interest (see page 66). The Office of Continuing Education is concerned with meeting individual needs and interests of returning students. A major role of the office is to simplify and ease the returning student's passage into the academic community. The returning student is encouraged to become a part of the Meredith community, participating in all areas of campus life.





THE FACULTY

The faculty at Meredith constitutes the fulcrum around which the College functions as an institution of learning. Teaching is the primary task of the College, and faculty members are essentially teachers. They study; they encourage learning; they advise students; they engage in research; they publish and exhibit their work; they perform; they work on committees and help establish the academic policies of the College; they work in the Raleigh community and in its churches. The Christian tradition constitutes the essential perspective within which the faculty seeks to provide a liberating educational experience through which each student moves toward the realization of herself as fully human. More than 50 percent of the faculty have earned the doctorate. Advanced degrees earned by the faculty represent approximately 45 graduate schools. A number of the faculty have received study grants such as Fulbright, Danforth, National Endowment for the Humanities, and the National Science Foundation.

CURRICULUM

Meredith College offers a curriculum designed to assist the student, living and working as a free person within a community of learners, in acquiring a comprehensive understanding of herself and her world. Concern for the unity and diversity of the human experience is expressed through an intensive examination of the great body of knowledge available within the traditional academic disciplines and through active participation in the life of the local and wider communities. Each student engages in the study of a broad distribution of human culture as a requirement of a liberal education. Furthermore, she must also make a more concentrated study of a major field. Fifteen academic departments offer a variety of courses and a total of twenty-four majors. Meredith confers three degrees: Bachelor of Arts, Bachelor of Science, and Bachelor of Music.



INDIVIDUALIZED STUDY

Meredith takes seriously the need for individualized educational experiences and provides several avenues for innovation. Special Studies are available in all departments at the initiative of students or faculty and include individual studies, community internships and special group courses in addition to those courses listed in the catalogue.

Off-campus study is available and encouraged for all students. Many departments provide opportunity for community internships. Through the Cooperative Education program, a student may alternate a semester of full-time work in a business with campus study. Under the auspices of the Cooperating Raleigh Colleges a student at Meredith may take courses and use facilities at any of the other five colleges in Raleigh without additional tuition. Meredith has programs in cooperation with Drew University, American University, and the University of North Carolina whereby a student may spend a semester in Washington, New York, London, or Oxford.

Meredith also directly sponsors study abroad in several categories. The Meredith Abroad program provides for summer study in a selected foreign country whereby a student may earn a full semester's credit at approximately the same cost as on campus. There are departmentally-sponsored overseas programs. In addition a student may also arrange through special studies an individualized program of study, or she might participate in programs sponsored by other institutions.

CAREER DIRECTION

Career opportunities for women are greater now than they have ever been. Business, government, industry, and the professions hire women at all levels of employment, including the top administrative and mana-

gerial positions. For both men and women, there will constantly be new jobs for which no descriptions now exist — the result of our developing technology. With a liberal arts education, a student will have many of the assets and qualities sought by employers. As a thinking individual with skills in analysis and communication, she will have acquired tools that make adaptation to specific jobs and to the changing job market possible.

In addition to offering twenty-four majors, all of which provide career direction in varying degrees, Meredith has designed some course sequences and internships for students with immediate career goals or interest in graduate or professional study. Or, using her electives, a student may, with advice from her major department, custom design a cluster of courses which gives specific career direction to her required study in arts, sciences, and humanities.

Pre-Professional Studies

Sequence of courses are available and can be established through the guidance of qualified advisers. Pre-professional areas include medicine, dentistry, veterinary science, law, theology, library science, special education, social work, journalism, and others.

Teacher Education

Teacher education constitutes a particularly significant portion of the academic program. All departments, individually and through the Teacher Education Committee, contribute to the planning of the program and along with the Department of Education accept responsibility for supervision of the student teaching experience. By combining professional requirements of the North Carolina Department of Public Instruction with the college requirements for a sound foundation in the arts, sciences, and humanities as well as a subject major, the College seeks to develop an effective teacher whose intellectual needs and abilities continue to be developed and met both inside and outside the classroom. With the aim of insuring that all strengths of the College contribute to the success of teacher education, a major field apart from teacher education is required. Meredith seeks to provide for the prospective teacher varied experiences which will result in the development of competencies for the multi-racial classroom, including ability to provide for a healthy classroom climate, academic proficiency, professional growth, and community participation.

Social Work

The program in Social Work offers a sequence of courses leading to beginning competency in social work practice. For details interested students should consult the Department of Sociology and Social Work. See page 109.



Admission

As a college committed to the development of the individual, Meredith seeks to enroll students who will benefit from the total educational program of the College. Each application is carefully evaluated on the basis of academic preparation, scholastic ability, character, health, purpose, and motivation. Admission is granted to qualified applicants without regard to race, creed, or national and ethnic origin.

Meredith College admits students as candidates for the degree of Bachelor of Arts, Bachelor of Music, or Bachelor of Science, either as entering freshmen, as transfer students from other colleges, or as students seeking a second baccalaureate degree. Students are accepted for entrance to the fall and spring semesters, which begin in August and January. In addition to its on-campus students, Meredith welcomes commuting students who plan to reside with parents, spouses, or other close relatives. The College also welcomes adult women from the local area.

Recognizing the stimulating environment produced by a diverse student body, Meredith College actively seeks to enroll students of varying backgrounds, interests, and talents. While a large percentage of enrolled students from North Carolina and other Southern states, students come from a wide geographical area, including foreign countries, are sought. Students from minority groups, from all economic levels, from public and private schools, and from various religious backgrounds are encouraged to make application. Any student attracted by the program at Meredith but hesitant to apply because of financial need is encouraged to read carefully the catalogue section on financial aid.

FRESHMAN ADMISSION

Requirements

To be considered for admission, a student must file an application, obtainable from the Office of Admissions, and the fifteen-dollar non-refundable application fee. She must also submit the required secondary school records, test scores, recommendations, and health reports. Any student for whom the fifteen-dollar processing fee is a severe financial hardship should write to the Office of Admissions for information about obtaining an application fee waiver.

Secondary-School Record

The most important admissions credential is the student's high school record, including her choice of courses, academic performance, and class standing. The high school transcript, complete with a listing of senior-year courses, should be submitted by a school official at the time of application.

Meredith takes a flexible approach to course requirements for admission. The College will consider any applicant whose course preparation and academic performance indicate her readiness for the academic program here. An applicant is expected to present at least sixteen units of secondary-school credit earned in grades nine through twelve. Her program should include four units in English and at least nine additional credits chosen from English, foreign language, history, social studies, mathematics, and natural sciences. To prepare for the academic program at Meredith, a prospective student should take a strong college-preparatory program throughout high school.

The applicant's rank in class is a significant indicator of the quality of her high school work. Ordinarily a student is expected to rank in the upper half of her graduating class. Although in August, 1975, 75 per cent of entering freshmen ranked in the top quarter of their classes, Meredith seeks to serve any student who wishes to enroll and who shows promise of academic success here.

Admissions decisions are normally made during the applicant's senior year with acceptance being contingent upon continuing satisfactory academic performance and completion of the student's course of study.

Scholastic Aptitude Test

When reviewed in relation to the high school record and other information, Scholastic Aptitude Test scores provide a valuable tool for assessing an applicant's potential for success in the academic program of the College. The range of test scores for enrolled students is wide because of the importance attached to strong performance in an academic curriculum in high school.

Each freshman applicant is expected to take the Scholastic Aptitude Test of the College Entrance Examination Board and to have an official report of her scores sent to Meredith College. For admissions purposes at Meredith, this test should be taken no earlier than January of the junior year and no later than December of the senior year. Information and test registration forms may be obtained from the secondary school or from the College Entrance Examination Board, Box 592, Princeton, New Jersey 08540 or Box 1025, Berkeley, California 94701.

Recommendations

References often provide insight into such qualities as initiative, inquisitiveness, motivation, purpose, maturity, creativity, and special talent. An applicant is asked to provide names of a school official, a teacher who has taught her in the eleventh or twelfth grade, and a third person of her choice who is well-acquainted with the student's personal and academic qualities. The Office of Admissions writes directly to the references for recommendations to support the application.

Health Record

For the benefit of the individual and the total college community, a health report approved by the college physician is required of each student prior to her entrance. The medical form accompanies the offer of admission; confirmation of a student's acceptance is dependent upon the receipt and approval of the health report.

An applicant who has had an unusual or severe health problem or who has found it necessary to discontinue her study or work for a period of time may be required to have her physician file a statement concerning the status of her health prior to the rendering of an admissions decision.



Interview

Although an admissions conference is not required, many prospective students find talking with a member of the admissions staff a helpful way to obtain information about the academic programs, campus environment, and student activities at Meredith. A conference can also provide the admissions staff with additional information about an applicant's interests, goals, and academic background. Conferences and campus tours may be arranged on weekdays or Saturday mornings by writing or telephoning the Office of Admissions.

In some cases the admissions staff, as a means of better determining her readiness for the curriculum at Meredith or for advisory purposes, may request a conference with an applicant.

A prospective music major will need to schedule an audition and interview with the music faculty prior to her enrollment at Meredith. Many applicants find it helpful to arrange these sessions during the application period so that the evaluation made by the music faculty can become an additional part of her admissions records. Any student planning to apply for a competitive music scholarship should definitely plan to audition prior to March 1 of her senior year. (See page 36.)

Credentials for Adult Students

An adult woman who wishes to enter a degree program may qualify for admission either by fulfilling freshman admissions requirements or by successfully completing a pre-arranged program as a special student. The woman who chooses to meet freshman admissions requirements may in some instances be advised by the Office of Admissions to substitute other standardized test scores for the Scholastic Aptitude Test. The woman who is twenty-three years of age or older may wish to take advantage of the opportunity to enter initially as a special student before applying for admission. Under this option, her academic performance at Meredith while a special student becomes the primary criterion for gaining admission to the degree program. (See page 27.)

Early Decision Plan

A student who definitely desires to attend Meredith College may wish to apply under the Early Decision Plan. Such a student must file her application by *October 15* of her senior year along with a statement indicating that she is applying only to Meredith and requesting an early decision. She should take the Scholastic Aptitude Test prior to her senior year.

The College takes action on early decision applications by November 15, and notifies each candidate immediately of the decision. Accepted resident students are required to make by December 15 a \$100 advance room deposit, a non-refundable payment that applies towards freshmen year expenses. For information about applying for an early decision on financial aid, see page 41.

Exceptional credentials are not essential for early decision admission, but early acceptance is not realistic for every student. In such a case the student receives notification that action on her application has been deferred pending the receipt of more information, such as first-term grades or senior-year SAT scores. She is guaranteed unbiased consideration under the regular admission program and is freed from her commitment to apply only to Meredith College.

Regular Admission Plan

A prospective freshman is encouraged to submit her application and supporting credentials in the fall of her senior year. Beginning in mid-December, the College takes action on applications as quickly as possible after all necessary credentials are received and notifies students promptly of its decisions.

Applications are received for consideration as long as space in the entering class allows. Although normally the College is able to consider students who apply after this date, February 15 is the recommended deadline for filing application as an on-campus student. Applications from commuting students can usually be accommodated into the summer months.

Meredith College subscribes to the Candidates' Reply Date. A student planning to reside on campus is expected to make a \$100 advance room deposit by May 1. This non-refundable deposit will apply towards her expenses in the freshman year. A commuting student is asked to provide a statement of intention to enroll.

An application should be filed no later than December 1 if a student is seeking admission to the spring semester.





Advanced Placement and Credit

The student who has completed the equivalent of college-level study through high school courses, independent study, or any other means may wish to seek advanced placement and credit at Meredith College. Competency in a subject area can be established through satisfactory performance on one of the following tests: an Advanced Placement (AP) Examination of the College Entrance Examination Board; a special departmental examination; a CEEB Achievement Test in French, German, Latin, or Spanish; and/or a subject examination in Introductory Calculus and Introductory Sociology of the College-Level Examination Program (CLEP). Further information about these opportunities may be obtained by writing the Office of Admissions.

TRANSFER ADMISSION

Each year Meredith admits a number of qualified applicants who transfer from other colleges or universities. The College especially welcomes and actively seeks students entering with advanced standing from two-year colleges. Students are admitted at all class levels, but at least one year must be completed at Meredith College as a requirement for graduation. See page 72, Residence Credit Requirements.

Students who wish to seek a second baccalaureate degree follow the admissions procedure for transfer students. See page 58 for information regarding credit requirements for a second degree program.

Requirements

To be admitted for advanced standing at Meredith, the student is expected to have at least an overall C average on work attempted at other institutions, to be eligible to return to the last institution regularly attended, and to be recommended by college officials. An applicant having less than thirty semester hours of college credit at the time of application must meet freshman admissions requirements, including submitting scores on the Scholastic Aptitude Test. In some instances, a student having thirty or more semester hours of credit may be asked to present satisfactory scores on standardized tests of academic achievement.

A student having less than a C average on work attempted who believes herself unquestionably qualified for work at Meredith should consult personally with the admissions staff. All applicants should be aware that in computing the overall grade average, all college-level work attempted, except orientation and physical education activity courses, is considered.

When admission is granted before the end of a term in which the applicant is enrolled, her admission is contingent upon satisfactory completion of her course of study. Admission is always contingent upon receipt of a satisfactory medical report. Information about the health record is found on page 19.

Credentials for Adult Students

An adult woman who wishes to resume a degree program begun earlier may qualify for admission either by fulfilling admissions requirements for advanced standing or by successfully completing a pre-arranged academic program as a special student. The woman who is twenty-three years of age or older may wish to enroll as a special student before applying for admission. Under this option, her academic performance at Meredith while a special student becomes the primary criterion for gaining admission to the degree program. (See page 27.)

Procedure

To be considered for admission, a student should file a transfer student application, obtainable from the Office of Admissions, and the non-refundable fifteen-dollar processing fee, preferably by February 15. She is responsible for having an official transcript sent to Meredith College from each college or university attended and, if enrolled at the time of application, a list of courses in progress. The admissions staff writes directly to the references she provides for supporting recommendations. The student must provide the names and addresses of her previous Dean of Students (or similar official), a college professor, and a third person of her choice.

When all required information is received, the College evaluates the application of a transfer applicant and notifies her promptly of its decision. An applicant accepted as a resident student must pay a \$100 non-refundable advance room deposit by May 1. A commuting student is asked to provide a statement of intention to enroll.

The College will consider students who apply as on-campus residents after the recommended deadline if residence space is available. Applications from commuting students can usually be evaluated into the summer months. A student seeking entrance to the spring semester should file her application by December 1.

Evaluation of Credits

After a student is approved for admission with advanced standing, the Registrar will prepare for her a credit evaluation. The candidate who comes from a regionally-accredited college or university will receive credit for the courses acceptable toward a degree at Meredith. The student who transfers from an unaccredited college or university should consult page 72 for information about provisional credit. In evaluating credit earned more than ten years prior to enrollment at Meredith, the Registrar will consult with the appropriate departmental chairman.

The maximum credit accepted from a two-year college is sixty-six hours. An enrolling transfer student should consult page 71 for information about the minimum number of semester hours, including courses in her major field, that must be taken at Meredith College.



INTERNATIONAL STUDENTS

Meredith College welcomes the international student whose previous course of study and English proficiency have prepared her for the academic program. In filing an application for admission, a foreign student must submit an original transcript from each secondary school, college, or university attended; an official copy of each diploma or educational certificate received; and an official score report of any national examinations. Except in cases where English is her native language or principal language of instruction, the foreign student must submit scores on the Test of English as a Foreign Language (TOEFL), which is administered by the College Entrance Examination Board in her local country. A student well-schooled in English should substitute the Scholastic Aptitude Test (SAT).

An international student judged academically admissible will be required to give proof of financial responsibility for her education and to meet health requirements, which include submitting a satisfactory health form



and obtaining a health and accident insurance policy. These conditions of admission must be met before her admission will be confirmed and before an I-20 form for obtaining a student visa will be issued.

When planning for study at Meredith, an applicant should be aware that financial aid resources for foreign students are limited. Each year there are a few scholarships ranging up to \$1,000, depending upon need; and sometimes a campus job is possible. A student and her family, however, should expect to be primarily responsible for the international student's expenses. Further information and application materials are available from the Office of Admissions.

RE-ADMISSION OF FORMER STUDENTS

A student who was previously enrolled at Meredith College but who did not complete the semester immediately preceding the term she wishes to return must apply for re-admission. A special application, obtainable from the Office of Admissions, and a five-dollar non-refundable fee are required. The student is responsible for having sent to the Office of Admissions an official transcript and a statement of honorable dismissal from each college or university attended since last enrolled at Meredith. Other credentials necessary to support an application for re-admission are obtained by the Office of Admissions and include recommendations from references listed on the application as well as the student's previous academic and personal records at Meredith College. If adequate health information is not on file at the College, the student will be required to submit the necessary medical records.

A student who is approved for re-admission to the College after an absence of more than a year will comply with the requirements either of the catalogue under which she is re-admitted or those of a subsequent bulletin. In evaluating credit earned more than ten years prior to re-enrolling at Meredith, the Registrar will consult with the appropriate departmental chairman.

PART-TIME STUDENTS

A part-time student is one qualifying for a degree who enrolls for not more than eleven credit hours a semester. Such a student must meet the entrance requirements outlined above.

SPECIAL ADMISSION PROGRAMS

Special Students

Special Students in the following categories may enroll at Meredith without conforming to the usual admissions process.

1. A student who has authorization for credit at Meredith from another college may register for courses with credit. The statement of authorization should be sent to the Registrar. The student registers in the Office of the Registrar on the opening day of the term.
2. A certified public school teacher who enters for credit to be applied towards the renewal of certification requirements may register for courses with credit. Evidence of certification should be submitted in advance to the Registrar. The student registers in the Office of the Registrar on the opening day of the term.
3. A college graduate wishing to pursue a teacher certification program files an application and an official transcript with the Department of Education. On admission to the program the student receives from this department guidance concerning course selection and registration procedures. The student must take at least thirty semester hours at Meredith College in order to complete the certification program.
4. A student who is twenty-three years of age or older may enroll as a special student without fulfilling the admissions requirements for degree candidates and may receive a maximum of fifteen semester hours credit. Such a student will be permitted to apply the credit towards a degree if admitted as a degree candidate. After fifteen semester hours of credit are earned as a special student, she must be enrolled in a degree program if she wishes to receive credit for additional courses. See the immediately preceding pages for admissions policies and procedures.

The prospective student in this category should confer with the Office of Continuing Education for advice about entering the program, course selection, and registration procedures.

Summer Scholars Program

A high school student having an above-average academic record may earn college credit or study simply for enrichment by enrolling as a special student in approved courses in the Meredith College summer school. The Summer Scholars Program is open only to rising senior girls. Information about admissions requirements and other details of the program and Summer Scholar application forms are available from the Office of Admissions.

Senior Scholars Program

High school senior girls in the local area who are ready to undertake college-level study may enroll as special students in courses at Meredith College. A student approved for participation in the Senior Scholars Program may attend classes for college credit in either or both semesters of her senior year. Information about admissions requirements and enrollment procedures and Senior Scholar application forms are available from the Office of Admissions.



CONDITION OF ADMISSION

Every person admitted to the College as a student agrees to the following condition of admission: That Meredith College reserves the right to suspend or to exclude at any time any student whose academic standing or conduct is regarded by Meredith College as undesirable or unacceptable.

ORIENTATION - REGISTRATION

An orientation program is provided prior to the start of classes for students entering in August. (See page 45.) All freshmen and transfer students are expected to take part in the orientation program. Each student should report to the Office of the Dean of Students upon arrival. Residence halls will open and the orientation program will begin on Friday, August 20. Registration is scheduled for Tuesday, August 24.

For students entering in January, the Dean of Students coordinates an abbreviated orientation program. Information concerning orientation and the opening of the residence halls is sent to the student after she is accepted for admission.

SUMMER SESSION

During the summer of 1976, the College will operate three three-week terms, May 23-June 10, June 13-July 1, and July 5-22. Students accepted for admission to the fall term as well as those previously enrolled at Meredith College may attend. Students of other colleges and universities are also welcome provided they have the permission of their home institutions to take particular courses. By attending summer sessions a student can complete her degree program in less than the usual four-year period.

Full information about the summer session may be obtained by writing to the Registrar. See page 26 for information about the admission of superior high school juniors to the summer session.



Finances

In these days of rising costs, Meredith College attempts to keep expenses at a minimum for the students. The fees detailed on the following pages by no means cover the needs of the College; financial support from many sources enables Meredith to offer its program at reasonable rates. Fund raising programs conducted by the Division of Institutional Advancement at Meredith are designed to secure the funds necessary for the maintenance and increased financial stability of the College and for the achievement of the college's programs, services and mission objectives. A tri-focus fund raising program is designed to secure funds for current operations, endowment and capital improvements including renovations and construction of new facilities.

Since the cost of labor, materials, and food is uncertain, the College reserves the right to change its fees for room and board at the beginning of each semester if conditions make the adjustment necessary. Students will, of course, be given advance notice of any change to be made. Financial aid is available to students whose need qualifies them for assistance.

TUITION AND FEES

Full-time students include all resident students and others taking 12 or more credit hours. Part-time students are non-resident students taking fewer than 12 hours. Special students are non-resident students taking credit courses but not pursuing a degree; their tuition charges are determined according to whether they are taking a full-time or part-time load.

Full-Time Students

(12-18 credit hours and all resident students)

	<i>Semester</i>	<i>Year</i>
Resident Students		
Tuition	\$ 1,000	\$ 2,000
Room, board, laundry, and infirmary	<u>525</u>	<u>1,050</u>
	\$ 1,525	\$ 3,050
Commuting Students		
Tuition	\$ 1,000	\$ 2,000

Part-Time Students

(1-11 credit hours)

Tuition (for credit or audit) \$70 per credit hour

Additional Course Fees

Credit in excess of 18 hours \$70 per credit hour

Applied Music

Full-time students

1 half-hour lesson weekly	\$ 50
2 half-hour lessons weekly	\$ 85
Class lessons in piano	\$ 40
Class lessons in guitar	\$ 40

Part-time students (for credit)

Tuition of \$70 per credit hour plus the following fees:

1 half-hour lesson weekly	\$ 50
2 half-hour lessons weekly	\$ 85
Class lessons in piano	\$ 40
Class lessons in guitar	\$ 40

Part-time students (no credit)

1 half-hour lesson weekly	\$100
2 half-hour lessons weekly	\$180

Theory-musicianship classes

No charge for students taking private applied
lessons at Meredith

Students not taking private applied lessons

at Meredith	\$ 45
Class lessons in piano 1 hour per week	\$ 70
Class lessons in guitar 1 hour per week	\$ 70
Suzuki violin classes	
2 half-hours weekly	\$ 85
Pace piano classes — two 45 minute classes per week	\$140



Education 439 — Student Teaching \$ 50

Home Economics

Home Ec. 234 — Child Development \$ 10

Home Ec. 455 — Home Management Residence

Resident students \$ 45

Non-resident students \$ 85

Physical Education

Golf, Bowling, and Snow Skiing fees are set at the
beginning of each semester.

Equitation

Full-time students

2 lessons weekly \$ 90

Part-time students

1 lesson weekly \$ 90

2 lessons weekly \$135

Auditing Courses

Full-time students no charge

Part-time students \$70 per credit hour

Students from the Cooperating Raleigh Colleges pay the same additional course fees as full-time Meredith students.

Books, art supplies, gym clothes and other instructional expenses are not included in the above charges.

Special Fees

Application fee for new students \$ 15

Application fee for students seeking re-admission \$ 5

Graduation fee	\$ 20
(partially covers direct cost of graduation)	
Transcripts	\$1.00 each
Breakage fee	
Students will be billed for unjustifiable damage to college property.	
Health services	
Resident students are not charged for the ordinary services of the college physician and nurses and/or for the use of the infirmary. Students will be billed for additional service in case of serious or prolonged illness, for all special medical prescriptions, x-rays, and fluoroscope. Only emergency service is supplied for non-resident students.	
Boarding a horse	\$75 per month

TERMS OF PAYMENT

Payment Schedule

Application fee accompanies application	\$ 15
Advance payment for all entering resident students	\$100
Students who are accepted on the Early Decision Plan must make payment on or before December 15. Other new students are required to make this advance payment on or before May 1. For the student accepted after April 21, the deposit must be made within 10 days after acceptance. This payment is not refundable and does not include the non-refundable \$15 fee which must accompany the application of each new student.	
Room reservation for returning students	\$100
This advance payment of \$100 must be paid before February 15. The fee will be credited to the returning student's account. For students who withdraw after the payment of the deposit, eighty-five dollars will be refunded if the request is received by May 1.	

	<i>Resident</i>	<i>Commuting</i>
Advance Payment	\$ 100	—
At the beginning of the first semester	750	\$ 500
In the middle of the first semester*	675	500
At the beginning of the second semester	850	500
In the middle of the second semester*	675	500
	\$3,050	\$2,000

*Charges for additional fees are added to the mid-semester payments.

Tuition Remission for North Carolina Residents

North Carolina Legislative Tuition Grants are available to legal residents of North Carolina who are full-time students at in-state private colleges

and universities. The annual grant for each eligible student is expected to be \$200, the maximum amount set by the legislature, but the exact amount can be determined only after the total statewide enrollment of eligible students is known. In order to receive a North Carolina Legislative Tuition Grant, the student must complete an application form provided at registration. She must be determined an eligible recipient according to the state guidelines and must be so certified by the Registrar. The grant will be credited to her mid-semester bill for each semester in which she qualifies.

Deferred Payment Plan

For the student and her parents desiring to pay educational expenses in monthly installments, low cost deferred payment programs are available through College Aid Plan, Inc., 1700 Mishawaka Ave., South Bend, Indiana 46624; Educational Funds, Inc., 36 S. Wabash Avenue, Chicago, Illinois 60693; and the Tuition Plan, Inc., 575 Madison Avenue, New York, New York 10022.

Refund Policy

If a student withdraws or is dismissed from the institution before the end of a semester, no refund for tuition or room is made for the half of the semester in which she leaves. A proportionate refund is allowed on board charges.





Contractual Agreement

The preceding statements as to charges and terms of payments are the equivalent of a contract between the College and its students. Neither the President nor the Vice President for Business and Finance modifies these regulations without specific authorization from the Board of Trustees. A student is not officially registered or entitled to enroll in any class until satisfactory financial arrangements have been made with the business office. Under no circumstances will a student's transcript be released until her account is paid in full.

FINANCIAL AID PHILOSOPHY

Meredith College offers a student aid program which seeks to meet the financial need of each student. All degree candidates — including freshman and transfer applicants, on-campus and commuting students — are eligible to apply for financial assistance. While the student's family is expected to assume responsibility for her education by meeting expenses as completely as possible, it is the aim of Meredith that no student will be denied the opportunity to attend because of financial circumstances.

The aid program is administered on a need basis without regard to race, creed, or national and ethnic origin. A foreign applicant should consult page 24 for assistance available to students from other countries.

The Need Concept

While acknowledging that students should be recognized for outstanding achievement, Meredith subscribes to the philosophy that the amount of financial assistance a student receives should be based on her need at this College. Need is the difference between what a family can contribute and the total cost of maintaining the student in college for a year. As the basis for determining need, each year an aid applicant must file a Meredith College financial aid application and have the person financially responsible for her education submit a Parents' Confidential Statement (PCS) to the College Scholarship Service.

The Award

The financial aid office evaluates each individual's particular situation and awards the most appropriate package of assistance. Scholarships, loans, grants-in-aid, and student employment are used, usually in combination, to help the deserving student meet the cost of attending Meredith.

Renewal of Aid

Once committed to a student in a program of financial aid, Meredith College continues to help her if her need persists. The award may vary from year to year in both type and amount, depending upon funds available at the College and the applicant's need.

COMPETITIVE SCHOLARSHIPS

Meredith College Merit Scholarships

Each year Meredith College offers two four-year scholarships through the National Merit Scholarship Corporation. The recipients are selected from finalists who have specified Meredith as their college choice. The stipend will equal at least one-half of the student's financial need for each year, but not more than \$1,500 nor less than \$250. If the analyzed need of a recipient is greater than the scholarship stipend, the College provides additional forms of aid to meet her need.

The Julia Hamlet Harris Scholarships

These scholarships are named for Dr. Julia Hamlet Harris, who bequeathed the College her estate with the request that it be used for scholarships for promising and deserving students. Each year twelve scholarships are awarded to outstanding freshman applicants, and two scholarships are available for junior college graduates having superior academic credentials. Recipients of these awards are designated as Harris Scholars. Scholarship stipends in this competitive program range from \$100 to \$1,200 per year, depending on the financial need of the recipient.

An applicant for admission who wishes to be considered for a Harris Scholarship should file a financial aid application by February 15. If she is applying for more than the minimum stipend of \$100, her parents must also submit a Parents' Confidential Statement to the College Scholarship Service by February 15. An applicant applying for just the minimum award needs to complete only the first page of the Meredith application.

Finalists in this competition will be invited to the campus on a Friday or Saturday in March for interviews with the faculty selection committee. The selection of the Harris Scholars is made on the basis of scholastic achievement, intellectual promise, and leadership ability.

In order to retain a Harris Scholarship for subsequent years, a recipient must maintain a minimum quality point ratio of 3.0 (B average) on all work taken at Meredith and must remain in good standing. The award to the student who meets these qualifications will automatically be renewed for the following year, provided she files the required student aid forms in the financial aid office. The amount of the scholarship will be the same each year unless there is a change in the scholar's degree of financial need.

Music Talent Scholarships

Each year three Music Talent Scholarships are awarded to freshman applicants with superior talent who plan to major in music. Students in any field of music are eligible for consideration. The amount of each Talent Scholarship varies from \$100 to \$1,000 per year according to the recipient's financial need.

To be considered for a Music Talent Scholarship, a prospective freshman must file a financial aid application by February 15. If applying for more than the minimum award of \$100, the applicant's parents must also submit a Parents' Confidential Statement to the College Scholarship Service by February 15. If applying for just the minimum award, the applicant needs to complete only the first page of the Meredith aid application.

Though financial need determines the amount of the scholarship stipend, the selection is based completely on musical ability, previous performance, and potential achievement in the field of music. On the basis of previous auditions in the fall or winter, finalists are chosen in late February by the Department of Music; the finalists are invited to the campus on a Saturday in March for another audition and interviews with the music faculty.

A Music Talent Scholarship is renewed annually subject to the recipient's remaining in good standing and maintaining a minimum quality point ratio of 3.0 (B average) on all music courses taken at Meredith. The amount of the scholarship will be the same annually unless there is a change in the recipient's financial need. Financial aid forms must be filed each year.





GENERAL SCHOLARSHIPS AND GRANTS

Scholarships

In addition to the competitive scholarships, Meredith has available numerous general scholarships for both entering and continuing students who need financial assistance. Scholarship awards vary in amounts according to the individual needs of the applicants.

Grants-In-Aid

A few grants-in-aid with amounts varying according to financial need are awarded by Meredith College to deserving students whose academic credentials do not qualify them for the distinction of being scholarship recipients.

Missionary Allowance

A junior or senior certified by her local church as one planning to be a missionary will receive an allowance of \$100 on her expenses for the year.

ENDOWED SCHOLARSHIPS

Friends of the College have established funds to provide the following scholarships:

<i>The J. T. J. Battle Scholarships (four)</i>	<i>The Margaret Mason McManus Scholarship</i>
<i>The Bryan Scholarship Trust</i>	<i>The Mr. and Mrs. W. H. Matthews Scholarship</i>
<i>The Z. M. Caveness Scholarship</i>	<i>The Charles E. Merrill Scholarships</i>
<i>The Helen J. Clancy Scholarship</i>	<i>The Charles S. Mitchell Scholarships</i>
<i>The Coates Scholarship</i>	<i>The Mary Crawford Norwood Scholarship</i>
<i>The Lucille Lawrence Ellis Scholarship</i>	<i>The Margaret Faucette Parker Music Scholarship</i>
<i>The Myrtle Hart Farmer Scholarship</i>	<i>The Thomas P. Pruitt Memorial Scholarship</i>
<i>The Lucy Teague Fassett Memorial Scholarship</i>	<i>The Z. Smith Reynolds Foundation Scholarship</i>
<i>The Hester P. Farrior Scholarship</i>	<i>The Stringfield Scholarship</i>
<i>The First Baptist Church of New Bern Student Aid Fund</i>	<i>The Emma Barber Towler Scholarships (two)</i>
<i>The Fuller B. Hamrick Scholarship</i>	<i>The Wescott-Daniels Memorial Scholarship(s)</i>
<i>The Mattie Jenkins Henderson Scholarship</i>	<i>The Williams Scholarship Fund</i>
<i>The Nannie Willis Hunter Scholarship</i>	<i>The Annie Womble Scholarship(s)</i>
<i>The Ella Greenwood Holcomb Scholarship</i>	
<i>The Moses S. Jones Scholarship</i>	
<i>The Ida Belle Ledbetter Scholarship</i>	
<i>The Hattie McCauley and Arthur Augustus James Memorial Scholarship</i>	

The Perry-Harris Scholarship

A scholarship was established by Dr. Julia Hamlet Harris in memory of her parents, Mrs. Ella Perry Harris and Thomas Harris. It is offered to a student who has completed at least one year of study at Meredith and ranks in the upper fifth of her class. Preference will be given to a student majoring or planning to major in English.

The Mary Lynch Johnson Scholarship

A \$500 annual scholarship has been established in honor of Dr. Mary Lynch Johnson. It is to be awarded on the basis of Christian character, academic achievement, and financial need.

The Carolyn Peacock Poole Scholarship

An endowed scholarship honoring the memory of Mrs. Poole has been established by the family, friends, students, and faculty. The scholarship will be awarded to a junior or senior on the basis of Christian character, leadership, and potential executive ability. Preference will be given to a student interested in English and/or American literature.

The Martha McKeel Whitehurst Scholarship

A scholarship, currently valued at \$450 per year, has been established by the husband and family of Mrs. Whitehurst in her memory. The scholarship is to be awarded annually to a graduate of First Colonial High School in Virginia Beach, Va. It will be given to the student having the greatest financial need; preference will be given to an entering student except when a former recipient has more financial need. In the event that in a given year no student from First Colonial High School is enrolled or accepted for admission to Meredith, then the scholarship may be awarded to a graduate of St. John's High School

in Darlington, S. C. Should no student be enrolled or accepted for admission from either of these high schools, the scholarship may be awarded to any student at Meredith College in need of financial aid.

The Lillie Grandy Scholarship Fund

Granted under the will of the late Miss Lillie Grandy of Elizabeth City, N. C., the income makes available scholarships of not less than \$300 and not more than the current cost of tuition, room and board at Meredith College. Preference is given to residents of Camden County and Pasquotank County, N. C. When funds are available, other North Carolina residents may be awarded these scholarships.

LOAN FUNDS

Earnings from the following funds are available for loan purposes:

The Elizabeth Avery Colton Loan Fund

The Louis M. Curtis Loan Fund

The Dr. and Mrs. O. S. Goodwin Loan Fund

The Mabel L. Haynes Loan Fund

The John. W. M. Hicks Loan Fund

The Mr. and Mrs. John Billingsley

Ingram Loan Fund

The Henrietta S. Jarman Loan Fund

The Edna Tyner Langston Loan Fund

The Masonic Loan Fund

The Helen Josephine Neal Loan Fund

The Old Student Loan Funds

The Olive Chapel Loan Fund

The William H. Reddish Loan Fund

The Ada Middleton Stanback Loan

Fund

The W. A. Thomas Student Loan

The William C. Vick Loan Fund

CAMPUS EMPLOYMENT

Many students needing financial assistance help meet their expenses by part-time employment in a variety of jobs on campus. Compensation varies with the amount of service rendered but usually ranges from \$200 to \$400 for the year. Available appointments are made on the basis of apparent ability and need.



Unlike the other types of aid that are automatically credited to the student's account, compensation earned through campus employment is paid directly to the student. She may apply these funds to her basic college costs or use the earnings to defray her general expenses.

FEDERAL ASSISTANCE PROGRAMS

In addition to its own programs of financial assistance, Meredith College offers aid through the federal programs listed below.

Basic Educational Opportunity Grants

These federally-sponsored grants are available to eligible students attending approved post-secondary institutions. The amount of a student's grant is determined on the basis of her own and her family's financial resources. Meredith College expects any aid applicant from a family with an annual income of less than \$16,000 to file application for a Basic Educational Opportunity Grant.

To apply for one of these awards, a student must complete an Application for Determination of Eligibility and mail it to the address given on the application. After receiving the Student Eligibility Report (SER) based on the application, the student should send the complete SER to the Meredith financial aid office. Applications for Determination of Eligibility may be obtained from high school guidance counselors, college financial aid offices, and a number of federal agencies.

Supplemental Educational Opportunity Grants

These grants have been established by the federal government to assist students with exceptional financial need. They are direct grants which the student is not required to repay. Supplemental Educational Opportunity Grants are available up to \$4,000 over a four-year period; an SEOG award will be matched with other student aid funds approved under this program.

National Direct Student Loans

Through this loan program, an undergraduate may borrow up to \$5,000 over a four-year period if financial need is demonstrated and if funds allotted the College permit. The student has an obligation to repay her loan with three per cent interest within a ten-year period after graduation or termination of study. The repayment period and the interest for these loans do not begin until nine months after the student ends her studies. Repayment may be deferred for graduate study. Repayment may also be deferred up to a total of three years while a borrower is serving in the Armed Forces, the Peace Corps, or VISTA.

College Work-Study Program

Many of the students assigned to campus employment, described on page 39, are participating in the federal on-campus College Work-Study Program. Meredith College also participates in the off-campus summer job phase, called PACE in North Carolina. Through this program students who qualify on the basis of financial need can earn money for college by working in their home communities during the summer. To be considered for the program, a Meredith student must file a full financial aid application with the College. If she is found eligible to participate, when her aid award is made she will be sent a special application to complete.



AID APPLICATION PROCEDURES

An entering student who wishes to apply for any kind of financial aid should proceed as follows *before February 15*:

1. Return a Meredith College financial aid application to the financial aid office. Although admission must be approved before the application for financial assistance can be reviewed, she does not have to be accepted before applying for financial aid.
2. Have her parents (or guardian) submit a Parents' Confidential Statement to the College Scholarship Service, designating Meredith College (Code Number 5410) as an institution to receive a copy. The PCS may be obtained from her high school counselor or her college financial aid office.

The student who is applying for admission under the Early Decision Plan and who wishes an early decision on financial aid should proceed as above *before October 15* of her senior year. If all required forms are received by November 15, she will receive a decision about her aid by December 1. Should she later be named a recipient of one of the competitive scholarships, her award may be adjusted.

An application for financial aid must be filed each year. Therefore, an enrolled student who wishes to apply for financial assistance should proceed as follows *before January 15*:

1. Obtain from the financial aid office a Meredith College financial aid application and a Parents' Confidential Statement. Have her parents (or guardian) complete the PCS and assist her in completing the financial aid application.
2. Return *both* forms to the financial aid office, along with a *check* made payable to the College Scholarship Service to cover its processing fee. The PCS and accompanying check will be forwarded by the College to CSS for processing.

Entering and returning students should note the above deadlines. Applications filed after those dates will be considered as funds allow.

NOTIFICATION OF AWARDS

All entering students applying for financial assistance, including applicants for competitive scholarships, will be informed of the College's decision on or about April 1. Students accepted for admission under the Early Decision Plan will be informed of aid awards by December 1 if all required forms are received early enough. Returning students can expect notification concerning awards by early April.

OTHER SOURCES OF AID

Students should be aware of sources of financial aid other than those administered by the College. Some of the programs frequently used by Meredith students follow.

Insured (Guaranteed) Loan Program

This federal program is a plan of borrowing designed to help students from middle-income families. For students from families with adjusted incomes of less than \$15,000 per year, the federal government pays the 7 per cent interest during in-school and grace periods.

In North Carolina, the Insured Loan Program is administered by College Foundation, Inc. Legal residents of the State enrolled full-time may borrow up to \$7,500 for undergraduate study. Normally, a loan for one year is not more than \$2,000. Application forms may be obtained by writing College Foundation, Inc., 1307 Glenwood Avenue, Raleigh, North Carolina 27605.

Guaranteed Loans are available through various agencies to residents in other states. Information may be obtained from high school counselors or college financial aid officers.



North Carolina Legislative Tuition Grants

See page 32 for information about these grants to North Carolina residents who are full-time students at in-state private colleges and universities. For the North Carolina student receiving a financial aid award from the College, this grant is treated as an aid resource.

North Carolina Student Incentive Grants

These grants are funded by federal and state appropriations to assist students with substantial financial need. They are administered through the College Foundation, Inc. Information and application forms may be obtained from high schools, college financial aid offices, or College Foundation, Inc., 1307 Glenwood Avenue, Raleigh, North Carolina 27605. A student applying for a North Carolina Student Incentive Grant must first apply for a federal Basic Educational Opportunity Grant (see page 40) and must also submit a Parents' Confidential Statement (PCS) to the Foundation.

North Carolina Prospective Teachers Scholarship Loan Fund

In 1957, the North Carolina General Assembly established a Scholarship-Loan Fund for North Carolina Prospective Teachers. A limited number of awards of not more than \$900 are provided annually. They are awarded on the basis of the aptitude, purposefulness, scholarship, character, and financial need of the applicant.

Detailed information concerning this scholarship-loan program may be obtained from one's guidance counselor or by writing to the Prospective Teachers Scholarship-Loan Fund, State Department of Public Instruction, Raleigh, North Carolina.

Vocational Rehabilitation

Financial assistance for attending college is provided by the State of North Carolina for residents of North Carolina who are physically handicapped. For additional information write directly to the North Carolina Vocational Rehabilitation Division, State Department of Public Instruction, Raleigh, North Carolina.

Veterans Administration and Social Security Benefits

The family situation of some students may entitle them to receive benefits under one of these programs. Information may be obtained from the local agency.



Student Life

Student life is an important concept at Meredith College. There is a strong commitment to a total education, which integrates academic and extracurricular experiences to further a student's personal and intellectual growth. Supporting the concept of total campus learning, the College provides a creative residence-life program, avenues for developing leadership potential, and opportunities for full participation in campus and community affairs. The College is also concerned with an integrated liberal arts approach to increasing the student's awareness of her global citizenship and her involvement in social and political affairs.

An exciting aspect of student life at Meredith is the opportunity—and the responsibility—students have in creating and implementing activities of the College. In addition to the contributions they make to their various organizations, students are fully involved in the college committees that consider academic programs, instructional matters, and cultural events, as well as student-life issues. To lend encouragement and support to the student-life area, the College provides a variety of services and trained personnel through the Division of Student Development. Student support services include admissions, financial aid, dean of students, residence halls, residence advisers, campus ministry, developmental counseling, student activities and special programs, guidance-counseling, career planning services, health services, and community resources.

ORIENTATION

An in-depth and diversified program of orientation for new students takes place before classes start in August, and an abbreviated program is



arranged for students entering in January. Included in the August orientation program are discussions on various phases of college life, placement tests, registration, instruction in the use of the library, and social events such as picnics and mixers with area colleges. Through these and other activities, the orientation period provides opportunity for students to meet fellow classmates, faculty advisers, campus leaders, and students from neighboring colleges and universities. There are also opportunities to identify college officials and their roles and to learn about the many available college services and resources.

The *Student Handbook*, which is mailed to each new student prior to the new semester, is reviewed in several training sessions to familiarize the new student with all aspects of campus life at Meredith College. Orientation and handbook training sessions continue in small group process throughout the new student's adjustment to the college experience and the community.

CULTURAL AND SOCIAL ACTIVITIES

Believing the cultural and social aspect of the campus to be crucial to the total development of the student, Meredith College incorporates a variety of events into the college calendar. The purpose of the Cultural Affairs Committee is to bring outstanding artists, lecturers, and performers to Meredith to enhance the College's program. Meredith students have heard Margaret Mead, eminent anthropologist, speak on a variety of subjects and Maynard Mack, Yale professor, speak on Shakespeare. Musicians such as George Riabikoff, European pianist, and David Craighead, a foremost organist, have performed in Meredith's Jones Hall. A three-day symposium on women in politics featured Mrs. Shirley Chisholm. Another event brought Danforth Visiting Lecturer Frank J. McEwen to the campus to speak on African art. Religious convocations have been led by notables as Dr. Elton Trueblood who spoke on "The Future of the Christian Faith." Also, touring companies such as the Pacific Repertory Company and the North Carolina Symphony Chamber Players have de-

lighted Meredith audiences. In addition to Meredith's efforts to attract renowned people, the city of Raleigh, through a variety of cultural societies, brings talent to the area.

Meredith students themselves also perform in the Raleigh area and on tours. Four groups directed by the music faculty—the Meredith Chorus, the Renaissance Singers, the Meredith Chorale, and the Meredith Ensemble—appear in concert regularly throughout the college year. The Meredith Playhouse is comprised of students with interests in dramatics. Providing opportunities to appear in plays and to acquire practical experience in play production, the Meredith Playhouse stages several dramas throughout the year, such as Noel Coward's *Blithe Spirit* and Enid Bagnold's *Chalk Garden*. An annual fall musical encourages the students to combine their musical and dramatic abilities by trying out for roles in favorites such as Rodgers and Hammerstein's *The Sound of Music* and *Carousel*. The fall 1975 presentation was *No, No, Nanette*.

Several on-campus social activities of the students are coordinated through the efforts of the College Center Association, which works to see that the newly-constructed Cate Center hosts interesting programs. A number of the College's activities sponsored by various student organizations are part of the Meredith tradition. Through the hilarity of "Cornhuskin'" and through the dignity of formal occasions such as the Christmas dinner, campus traditions help foster a spirit of community. Furthermore, Meredith's proximity to other colleges, not only in Raleigh but also in Chapel Hill, Durham, Greensboro, and Winston-Salem, offers a host of social activities.

CONVOCATION

A period is reserved for convocation, worship, and assemblies each Monday, Wednesday, and Friday. Convocations for the entire Meredith Community are held once each month. As an integral part of community life, convocation seeks to offer a forum of ideas, presented in and through lectures, concerts, addresses, films, and dramatic productions, to stimulate and add to the community's spiritual, intellectual, cultural, and social dialogue. Convocation is then a part of the academic program. Consequently, all students are expected to attend.

STUDENT HONORS

Honors are bestowed in various ways by Meredith in recognition of outstanding achievement. Kappa Nu Sigma, founded at Meredith in 1923, has as its aim the promotion of scholarship at Meredith by recognizing academic excellence. Admitted on the basis of scholastic standing, students may become associate members during their junior years; full members, their senior years. Silver Shield, organized in 1935, is an honorary leadership society. Members are selected on the criteria of Christian char-

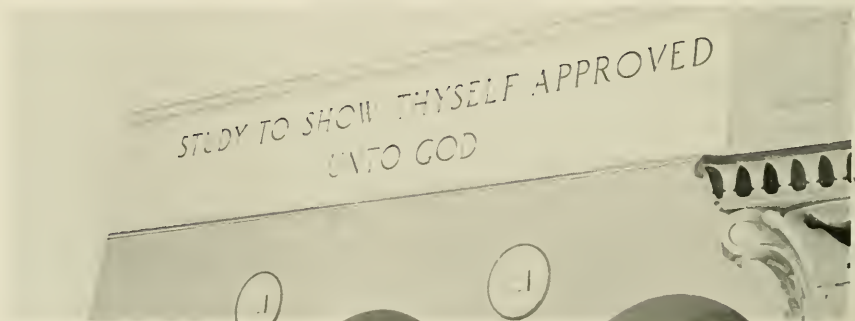
acter, constructive leadership, service to the College, and academic achievement. Chosen from the junior and senior classes, members are inducted at a public ceremony. Who's Who in American Colleges and Universities recognizes seniors who distinguish themselves as scholars and campus leaders. The Dean's list and a degree with distinction also have the purpose of recognizing academic achievement. A degree of Bachelor of Arts, Bachelor of Science, or Bachelor of Music with Distinction is conferred upon a student under the conditions described on page 77.

Honorary societies affiliated with national or international professional societies that offer membership to outstanding students in specialized areas are Psi Chi for psychology students, Phi Alpha Theta for history students, and Sigma Alpha Iota for music students. Similarly, the Honorary Math Club offers membership to outstanding mathematics students.

Awards that recognize academic excellence include the Agnes Cooper Memorial Award of \$50 to a junior or senior music major chosen by the Department of Music; two Ida Poteat Alumnae Scholarships of \$200 each to a rising senior and a rising junior on the basis of scholarship, character, and service to the College; and two Helen Price Scholarships of between \$100 and \$150 each from Kappa Nu Sigma to the freshman and the sophomore with the highest scholastic averages in their classes.

STUDENT RESPONSIBILITY

The faith that Meredith College places in her students as responsible, contributing members of the college community dates back to the first years of the institution. The establishment of a student government association in 1905 is early evidence of this confidence, and the more recent trend to allow more academic and extracurricular matters to be directed by the students' sense of responsibility further reflects this attitude. While there are some policies that the College must make explicit, students largely accept responsibility for student government and student life affairs and for the success of campus organizations and activities. In addition, they contribute to overall policy decisions, as they have voting representation on nearly all college committees.



Honor System

The Honor System is the clearest example of student responsibility. Founded upon the premise that dishonesty of any nature has no place at Meredith, the system demands personal integrity of each student. The Honor System, through the spirit of community it engenders, encourages the freedom and trust essential to intellectual growth and maturity.

Its operation entrusted to the student body, the Honor System depends on each student's belief in the principles underlying the system and on her insistence that it work. Each student is personally responsible for her own conduct and for her obligations to the community. If a student breaks a regulation, she is expected to keep faith with her fellow students by reporting herself to student leaders. If she is aware of a violation by another student, she should call this matter to the attention of that student as a violation of responsibility to the community.

STUDENT GOVERNMENT ASSOCIATION

All students are responsible for the self-governing operations of Meredith under the Honor System. Therefore, all students are members of the Student Government Association, which meets bimonthly on Fridays. The ultimate purpose of the association being to promote individual responsibility to the Honor System, the Student Government Association also seeks to involve all students in the academic and social life of the College.

The leadership of the Student Government Association is composed of four elected groups—the Elections, Interdormitory, Legislative, and Judicial Boards. An executive committee is composed of the student government president and representatives from each board.

Student Regulations

Through the Student Government Association, students make their own regulations pertaining to student life. In keeping with the spirit of the community that is Meredith, a college committee composed of faculty and students and known as the Student Life Committee, confers with SGA on major matters of student concern. Regulations deemed necessary for the well-being of the student are explained in the *Student Handbook*. This publication is sent to all entering students in the summer prior to matriculation in August.

Student Life Committee

The Student Life Committee is responsible for the quality of the total student life at Meredith College. The function of the committee is to direct attention and study to the concerns and the welfare of the students; to give consideration to the spiritual, recreational, and health needs of the

students; to study and review student organizations and their budgets; to devise plans for working with students and student organizations; and to review periodically all student regulations.

STUDENT ORGANIZATIONS

Students are responsible for the effectiveness of the many organizations on campus. For example, the three college publications are directed by students elected as editors. Responsible for maintaining a good system of communication and for providing opportunities for students to voice their opinions, the student newspaper, *The Twig*, is issued weekly. *The Acorn*, the campus literary journal, encourages creativity among the students and is published two or three times during the year. The college yearbook is entitled *Oak Leaves*.

Student-directed clubs are another means of enriching the Meredith program. Growing out of academic and other types of activities, these organizations encourage students to pursue their various interests. The clubs include the following: Barber Science Club, Black Voices in Unity, Canaday Mathematics Club, Elizabeth Avery Colton English Club, Freeman Religion Club, International Relations Club, La Tertulia Spanish Club, Tomorrow's Business Woman, Tyner Student N.E.A., Young Democrats Club, and Young Republicans Club.

Societies

Two societies on the Meredith campus exist as voluntary service and social organizations. Originated as literary societies, Astrrotekton and Philaretian now work with agencies such as the Governor Morehead School and the Cerebral Palsy and Rehabilitation Center as well as with the coordination of social activities on the campus. At their regular meetings, the societies organize a variety of student projects and activities.

RELIGIOUS LIFE

Meredith College seeks to reinforce the students' development both intellectually and spiritually. Therefore, the religious life of the College is crucial to its overall program.

Several services are sponsored by the College to affirm the value it places on the religious dimensions of the students' lives. One such service is provided by a full-time college minister, "a pastor on campus," who is available for conversation or counseling pertaining to religious questions, religious vocations, or personal problems. In addition, regular worship services are integral to the college program. Because Meredith is small enough for its constituency to gather at one time, these worship services contribute to the spirit of community. The period from 10:00 to 11:00 a.m. on Wednesdays is reserved for voluntary worship services. Another

activity important to the religious life of the community is Religious Emphasis Week. During this week, religious leaders from outside the college community are invited to discuss with the students matters of spiritual significance.

The religious activities of the students are under the general direction of the Meredith Christian Association. The association seeks representatives of all faiths and denominations to serve on its council. Also comprising the council are the chairmen of various volunteer service projects. On occasion, MCA sponsors study groups, vespers, and other worship services as well as its annual coordination of Religious Emphasis Week. The Meredith Christian Association also includes in its program social activities to which students from neighboring colleges are invited.

RECREATION

Meredith College sees that a variety of recreational activities is available for students. The Weatherspoon Physical Education-Recreation Building provides excellent facilities for curricular and extracurricular sports activities. With plenty of court space for games such as basketball, volleyball, and badminton, the Weatherspoon gymnasium also has an indoor swimming pool. There are six tennis courts in excellent condition, and the College also has areas designated for archery and softball. Nearby golf courses and ranges are often used by the students. In addition, ping pong and pool tables are set up in the College Center. Equitation is a popular feature of the physical education program with instruction available on levels ranging from beginners to advanced. Students who wish to board horses may inquire through the business office. Intramural activities provide a variety of sports events for students who wish to participate. The Meredith Recreation Association and other organizations coordinate these events.

Intercollegiate sports are also available for Meredith students. Competing primarily with colleges and universities in North Carolina, students have organized teams in tennis, basketball, gymnastics, and volleyball.





RESIDENCE

Meredith students may choose to live on campus or to reside with their parents, spouses, or other close relatives. Residence halls are available for on-campus housing. Attractive and comfortable, the rooms are arranged in suites of two with adjoining baths. All of the newer residence halls are air-conditioned and completely carpeted. Each student receives from the College a limited amount of weekly laundry service.

Freshmen are usually assigned to Carroll, Stringfield, and Vann residence halls; transfer students to the various residence halls, depending on academic classification and the location of available spaces. Any preference for roommate and hall should be made to the Dean of Students by early summer. Preferences are honored whenever possible. Housing assignments are usually mailed to the new students in the latter part of July.

Members of the junior class, elected by the student body as residence hall vice presidents, live on each freshman floor. Their responsibilities include informal guidance of the freshmen on their respective halls. Upperclassmen also serve as vice presidents of the other residence halls. Two resident advisers are employed to live in the freshman residence halls and are available to students at all times; two other resident advisers are available to the upperclassmen.

Non-Resident Student Life

The non-resident students enjoy a variety of programs planned throughout the year to meet the unique needs of those who commute to campus each day and to assist them in becoming a part of the total campus com-

munity. The lounge adjacent to the fireside room in the Cate Center is designated for non-resident student rest, study, and relaxation. It is the center of non-resident student activity and communication since there are mailboxes and a bulletin board for students to receive information and announcements about important events.

Food is available in the snack bar in the Cate Center or the Belk Dining Hall.

HEALTH CARE

Health care is under the general direction of the Director of Health Services. The infirmary is served on a regular basis by a local physician and is staffed twenty-four hours a day by graduate nurses. It is maintained not only for care of the sick but also for teaching good health habits. Three daily office hours are observed by the nurses, and emergencies are cared for at any hour. The college physician has designated office hours in the infirmary when students may see him. It is the purpose of the physician and nurses to prevent illness by means of informing the students about good health practices.

COUNSELING

Career Planning

The Career Planning Center offers help to the student who is undecided about her course of study or her career plans. Vocational interest tests may be taken if needed. Information is available on employment possibilities, graduate studies, part-time off-campus jobs, summer employment, interviewing tips, preparation of resumes, occupational outlook, salaries, and other concerns of a vocational nature. A career planning seminar, open to all students, is offered during the fall and spring semesters.

Academic Advising

The College provides guidance to students in the planning of their individual academic programs. See page 14 for further details.

Personal Counseling

Professional counselors are available on campus to work with students who desire personal counseling. Often on-campus counseling will originate with talks between a student and a favorite professor. When the professor feels that the problem needs professional attention, the instructor will suggest that the student see a counselor. The Office of the Dean of Students, working with the counselor, refers a student to off-campus counseling personnel when the situation so warrants.



Academics: Programs and Regulations

Meredith offers three degree programs: Bachelor of Arts, Bachelor of Science, and Bachelor of Music. The Bachelor of Arts is a broad-based degree that offers a liberal education with majors available in fifteen departments of the College. The Bachelor of Science degree is more specialized than the Bachelor of Arts degree but is firmly based in a general studies program which includes substantial experience in the humanities, fine arts, and social sciences. General education requirements are identical for the Bachelor of Arts and Bachelor of Science degrees. Students who major in the Department of Biology, Business and Economics, Chemistry, Mathematics, or Home Economics may choose either the Bachelor of Arts or the Bachelor of Science. The Bachelor of Music with a major in applied music or music education is a professional degree which is built on a liberal arts base and is intended to prepare the student for a career in teaching and performance.

CHOICE OF CATALOGUE

A student may elect to follow the degree requirements listed in any subsequent catalogue in force during her period of residence. This option is available because during the year the College will continue to implement change in the academic program, student personnel services, and other areas of campus life.

DEGREE PROGRAMS

Requirements for All Degrees

The curriculum is arranged by courses with each course quantitatively evaluated according to the semester hour system. A candidate for the degree of Bachelor of Arts, Bachelor of Science, or Bachelor of Music must complete at least 124 semester hours with a quality point ratio of at least 2.0 on all courses attempted, all courses attempted at Meredith, all courses attempted at Meredith in her major subject(s), and all courses attempted during her senior year.

Requirements for the Bachelor of Arts and Bachelor of Science Degrees

A candidate for the Bachelor of Arts or Bachelor of Science degrees must complete certain prescribed subjects, area distribution requirements, and a major specialization in a selected field. The College seeks to provide optimum opportunity for choice in the selection of specific courses.

Prescribed Subjects

English Composition 3 hours
Literature 6 hours

1. A 3-hour course in major British authors *and*
2. A 3-hour course in English, American, or world literature; or any literature course in a foreign language.

Foreign Language 0-12 hours
Each student will be required to demonstrate a proficiency level comparable to that attained by the end of the second college year of the language.

Religion 6 hours
1. A 6-hour introduction to the Old and New Testaments *or*
2. A 3-hour introduction to Biblical literature and history and one advanced 3-hour course in religion.

Physical Education 4 hours

Area Distribution Requirements in Addition to Prescribed Subjects

Humanities and Fine Arts Area — art, English, foreign language, music, philosophy, religion.

Majors in subjects in this area will be expected to complete 12 hours in subjects in the natural sciences and mathematics area *and* 12 hours in subjects in the social sciences area.

Natural Sciences and Mathematics Area — biology, chemistry, mathematics, physics, physical geography.

Majors in subjects in this area will be expected to complete 6 hours in subjects in the humanities and fine arts area* *and* 12 hours in subjects in the social sciences area.

Social Sciences Area — economics, geography,** history, political science, psychology, sociology.

Majors in subjects in this area and majors in business will be expected to complete 6 hours in subjects in the humanities and fine arts area* *and* 12 hours in subjects in the natural sciences and mathematics area.

Majors in home economics will be expected to complete 6 hours in subjects in the humanities and fine arts area,* 6 hours in the social sciences area, *and* 12 hours in the natural sciences and mathematics area.

Requirements for the Bachelor of Music Degree

<i>Liberal Arts and Science Area</i>	44-46 hours
<i>Music</i>	27 hours
<i>Professional (Music and Education)</i>	53 hours
<i>Performance</i>	
<i>Piano Proficiency</i>	
<i>Attendance at Concerts and Recitals</i>	

Note: See page 00-00 for detailed requirements appropriate to all majors in the Department of Music.

Requirements for a Second Baccalaureate Degree

A person who holds a baccalaureate degree may receive from Meredith College a second and different baccalaureate degree by fulfilling the following conditions:

1. Meet all the requirements for the second degree.
2. Complete a minimum of 30 hours in residence beyond requirements for the first degree.

Normally, the same degree will not be awarded twice. The student who is working on a second baccalaureate degree shall be classified academically as a senior.

Majors

As soon as is feasible, but no later than the close of the sophomore year, a candidate for the degree of Bachelor of Arts, Bachelor of Science, or Bachelor of Music shall select a subject major. Each student must declare

*Neither applied music nor studio art courses will count in the 6 hours of work required in the humanities and fine arts area. Speech 357 is acceptable.

**Physical geography is excluded from this area.

her major to the department on a form provided there and then register her declaration on the form in the office of the Dean. When the selection has been approved by the department concerned and by the Dean, a major professor will be appointed to supervise the student's program. A student who completes all requirements for a second major may ask that this fact be recorded on her permanent record.

Majors may be selected from the following subjects. Detailed requirements are listed in the respective sections on pages 78-111.

Bachelor of Arts

American civilization
art
biology
chemistry
economics
English
French
history
home economics

mathematics
music
non-western civilizations
political studies
psychology
religion
sociology
Spanish

Bachelor of Science

biology
business administration
chemistry
home economics
mathematics

Bachelor of Music

applied music
music education

Teacher Education and Social Work are described in the following section.



CAREER DIRECTION

A firm grounding in the arts, sciences, and humanities including a major in one of the academic disciplines listed above is considered essential to the life direction and career of every student. Meredith has approved programs in Teacher Education and Social Work which a student may pursue in addition to her major. Specific career preparation is also an integral part of many of the majors and is obvious in such departments as business, home economics, and music. All of the departments, however, provide opportunities for career preparation at the undergraduate level. Many departments have prepared programs so that students may use their electives to give career direction to majors in the department. Departmental advisors will provide information along with assistance in planning other programs that meet the career concerns of a particular student. The Office of Career Planning also provides information and advice (see p. 53).

Pre-Professional Preparation

Students who wish to prepare for entrance into a professional or graduate school should plan their programs with that in mind. Students may plan programs which lead toward careers in teaching, research, medicine, law, theology, journalism, library science, dentistry, special education, medical technology, merchandising, and other professions. Assistance is available from faculty advisers, the Office of Career Planning, special pre-professional advisers in medicine and law, and from the Academic Dean.

Social Work Program

Meredith's program on Social Work is fully accredited by the Council on Social Work Education. The primary objective of the social work program at Meredith College is to prepare students to enter social work or other related helping professions at the beginning professional level of competence. Since at the undergraduate level this can best be done within the framework of a broad liberal arts curriculum, the social work program builds upon the general requirements for graduation at Meredith as well as the requirements of a major in the academic discipline of the student's choice.

A student who wishes to complete the program should file a declaration of intent with the Department of Sociology no later than the second semester of her sophomore year. She will be assigned a faculty adviser who will work with her around the planning of a course of study which will be consonant with the program requirements and her own career goals. Upon graduation she will be awarded a certificate and the fact will be noted on her official transcript.

Course requirements in the program, in addition to all general requirements for graduation at Meredith and all requirements in the student's major, are:

- A. **Basic courses (a total of 15 hours)**
 - Principles of Sociology
 - Social Problems
 - Principles of Research
 - General Psychology
 - Developmental Psychology: Life Span
- B. **Professional courses (a total of 21 hours)**
 - Social Work as a Profession
 - American Social Welfare Institutions
 - Social Work Process I
 - Social Work Process II
 - Field Experience and Seminar
- C. **Electives chosen from selected courses in the areas of Sociology, Psychology, Economics and the American Political System, a minimum of three hours in each area.**



Teacher Education

All the programs listed herein are designed primarily to prepare students who plan to teach in the public schools of North Carolina. In keeping with the state approved competency-based programs of Meredith College, all students who expect to qualify for a Class "A" teaching certificate should indicate this to their faculty advisers and the Department of Education by the end of the sophomore year. Application forms to the Teacher Education Program are available in all departments.

Admission to Teacher Education is open to all Meredith students who meet the standards established by the Meredith College Teacher Education Committee. The following represent the procedures and considerations involved.

- A. A student who plans to enter the program indicates the same to her faculty adviser normally by the end of her sophomore year and no later than one full semester prior to the semester in which she does student teaching.
- B. Students who plan to teach on the secondary level should select majors in the academic fields which are taught in the junior and senior high schools.
- C. Declaring her major in the Office of the Dean of the College, the student and her adviser prepare a program leading to graduation and certification.
- D. The student next files with the Department of Education an "Application for Admission to Teacher Education." This application is interpreted as a strong indication of the student's serious intent and commitment to a career in teaching.
- E. All applications are reviewed by the education department, which makes the decision concerning admission to Teacher Education. Appeals pertaining to this decision are to be made in writing to the Teacher Education Committee.
- F. Admission to Teacher Education takes into account
 1. Meredith College work completed;
 2. An overall grade point average of 2.00 (C) or above;
 3. The planned program leading to certification;
 4. Recommendations from the student's adviser, a faculty member of the student's choice, and the Dean of Students.
- G. Students with a baccalaureate degree from another institution seeking certification from Meredith must take a minimum of 30 hours of course work at Meredith including both additional course work in the specific teaching areas and professional education courses.

The College offers state-approved teacher education programs leading to the following certificates: Early Childhood Elementary Education (K-3), Intermediate Elementary Education (4-9) (see pages 62 & 63 for concentrations), Secondary Subjects (junior and senior high), and Music and Art (K-12 grades — see pages 64 & 65).

Requirements for all Certificates

- A. All college requirements for graduation must be met by each student seeking certification. Courses taken to meet college graduation requirements are also applicable to specific requirements in all teacher education programs.
- B. Students completing a teacher education program must also complete a major in another academic discipline. (See page 15.)
- C. Minimum semester hours of general education requirements are the following:

Language arts and humanities	24
Grammar, composition, and literature	
Courses chosen from 2 of the following groups:	
1. Fine and applied arts	
2. Philosophy, religion, psychology	
3. Foreign language	
Social studies	12
History and 2 fields selected from the following:	
Anthropology, economics, geography (excluding Geography 201),	
political science, sociology	
Mathematics	3 to 4
Natural sciences.....	6 to 8
Health and physical education.....	2

NOTE: Courses required for all certificates are applicable to requirements of the specific program in Early Childhood, Intermediate, Secondary, Music, and Art.

Early Childhood Elementary Education (K-3)

Students who expect to secure North Carolina Class A certificates to teach in kindergarten through grade three must meet the requirements for minimum semester hours listed below.

- A. Subject matter courses

Language arts.....	13
English composition and grammar	
Literature (including English and American)	
Education 345 Children's Literature for Early Childhood	
Education 444 Reading for Early Childhood	
Speech (if recommended by faculty adviser)	
Social studies	15
History (United States History 214 or 215 preferred), Sociology 337,	
and 2 fields selected from the following:	
Anthropology strongly recommended (Sociology 260, 360),	
economics (Economics 355 recommended), geography	
(excluding Geography 201), political science, sociology,	
Science	6
Two of the following:	
Biology 101, Chemistry 111, Geography 204	
Mathematics	3
Mathematics 100 or equivalent*	
Art	3 or 6
Art 243 or equivalent (applicants for proficiency certificates	
should see the chairman of the art department)	
744 Art	

*This requirement is waived for mathematics majors.

Music	3 or 6
Music 204 or equivalent (applicants for proficiency certificates should see the chairman of the music department)	
744 Music	

Health and physical education	8
Physical education activity, 4 hours	
744 Health Education	
744 Physical Education	

B. Professional courses

Psychological Foundations of Education	6
Education 234 Educational Psychology for Early Childhood	
Education 347 Child Growth and Development or Psychology 204	
Developmental Psychology (Psychology 225 General Psychology is recommended as an elective to precede these 2 courses.)	

Cultural Foundations of Education	3
Education 435 Foundations of American Education	

Instructional Procedures	6
Education 348 Early Childhood Education	
Education 448 Early Childhood Methods	

Student teaching and conferences	6
Education 439 Observation and Directed Teaching	



Intermediate Elementary Education (4-9)

Students who expect to secure North Carolina Class A certificates to teach in grades four through nine must meet the requirements for minimum semester hours listed below.

A. Subject matter courses

1. General

Language arts	12
English grammar and composition	
Literature (elective)	
Education 454 Reading in the Intermediate Grades	
Speech (if recommended by faculty adviser)	

Social Studies	12
History and 2 fields selected from the following:	
Anthropology, economics, geography (excluding Geography 204),	
political science, sociology	

Mathematics	6
Mathematics 100 or equivalent* must be included.	

Science	6 to 8
---------------	--------

Art	3
Choice of Art 234, 359, 360	

Music	3
Choice of Music 214, 315, or 316	

Health education and physical education	6
754 Health Education	
Physical education activities, 4 hours	

*This requirement is waived for mathematics majors.

2. Concentration

Each prospective teacher will select one and preferably 2 areas of concentration, with the following *additional* requirements:

Language arts.....	11
(Children's literature and American literature are required. English 358 is recommended.)	
Social studies.....	12
(A course in an additional social studies field is required.)	
Science.....	11
(Biological, physical, and earth sciences should be included. Geography 201 satisfies the earth science requirement.)	
Mathematics.....	12
(Depth in appropriate mathematics is required.)	

B. Professional courses

Psychological foundations of Education.....	6
Education 234 Educational Psychology	
Education 354 Human Growth and Development or	
Education 347 Child Growth and Development or Psychology 204	
Developmental Psychology	
Cultural Foundations of Education.....	3
Education 435 Foundations of American Education	
Instructional procedures (Choose one.).....	3
Education 458 The Teaching of Language Arts and Social Studies	
Education 457 The Teaching of Science and Mathematics	
Student teaching and conferences.....	6
Education 439 Observation and Directed Teaching	

Secondary Subjects (7-12); Art and Music (K-12)

Students who expect to secure North Carolina Class A certificates to teach secondary subjects areas, art, or music education must meet the minimum requirements listed below. It is recommended that students be able to teach at least two subjects at the secondary level.

Major courses, related subjects, and electives are counted toward certification, but it should be noted that the requirements for state certificates and the college requirements for majors do not always coincide.

A. Subject matter courses

1. Requirements for all certificates (See details on page 61.)	
2. Teaching fields for grades 7-12 and minimum semester hours:	
Business education.....	36
English.....	36
French.....	30
Home economics.....	48
(including certain sciences and related courses)	
Latin.....	30
Science.....	48
Social Studies.....	42
anthropology, economics, geography, history, political science, sociology	

Spanish	30
Mathematics	30
3. Teaching fields for grades K-12 and minimum semester hours:	
Art	36
Music	48
B. Professional courses and minimum semester hours (professional courses for music listed on page 98 and for art on page 77.)	
Area 1 - The pupil	6
Education 234 and 466	
Area 2 - The school	6
Education 367 and 435	
Area 3 - Teaching and practicum	9
Education 734 or 764 and Education 439	
NOTE: Students are advised to take these courses in the following order: Education 234, 367, 734 or 764, 435, 439.	
NOTE: For certification in music or art education, students may select either Education 348 or 367 in order to meet professional course requirements.	

CONTINUING EDUCATION

The Continuing Education program is designed for adult women who wish to resume study after an interruption in their formal education. A woman may re-enter the educational process either through regular admission procedures as a freshman or transfer student, (see page 21), through special admission to regular credit courses (see page 26 for admission procedure) or in enrichment courses offered by the College, for Raleigh and the surrounding community.

The Office of Continuing Education offers initial advising for the returning adult student (23 years of age or older). If such a student chooses to enter as a special student before admission, she will be assigned an adviser in the Office of Continuing Education for her first 15 hours of work. Upon admission, she will be assigned a regular academic adviser, while the Office of Continuing Education will remain available for special adult needs.



Courses in the enrichment curriculum carry Continuing Education Units. One CEU is equivalent to 10 contact hours. CEU's do not carry academic credit and cannot be applied to degree credit at Meredith College, but they may be used for teacher certification renewal credit and are recognized by some agencies, institutions, and businesses for certification and advancement purposes. The courses are open to Meredith College students on the same basis that they are offered to the community at large. A variety of enrichment courses are offered in both daytime and evening hours. Personal development seminars are offered in response to the needs of women as they cope with the fast pace of change. A brochure is available each semester from the Office of Continuing Education.



INDIVIDUALIZED OPTIONS

Special Studies

A student may expand her curriculum beyond the courses in the catalogue by using the option available under the Special Studies program. Independent study, directed individual study, community internships, and special group studies are used by many students to individualize and enhance their programs. (See page 80.)

Cooperative Education

Cooperative Education is an arrangement whereby Meredith cooperates with an outside business or other agency so that a student may directly explore a career as an integral part of her educational program. The program allows participating students to alternate full-time work and on-campus study as complementary educational experiences. Participants receive pay and academic credit for the work experience which are coordinated and supervised by the Office of Cooperative Education of the College.

Cooperating Raleigh Colleges

Meredith, Peace, St. Augustine, and St. Mary's Colleges and North Carolina State University and Shaw University form a consortium through which they provide, without extra cost, their collective educational resources to students at each of the six institutions. Under this agreement Meredith students may take courses at any of the other five campuses. These courses are utilized for general enrichment, to strengthen particular majors, to enhance career training, and in certain situations to earn an additional degree.

A student who wishes to register for a course at one of the Cooperating Raleigh Colleges should obtain the approval of her adviser, the chairman of the appropriate department, and the Dean. Except under unusual circumstances, approval will be given only for courses not available at

Meredith and only to sophomores, juniors, and seniors. The Academic Council will receive written appeals from students whose requests have not been approved by the persons designated above. The maximum number of courses a student may take each year is three and each course may carry up to four semester hours credit.

Meredith Abroad

Students at Meredith have available to them several options for study in foreign countries. Foremost among these options is the college-wide Meredith Abroad program. Each summer (later to be available during regular terms) the College offers a course of study in a selected foreign country whereby a student may earn a full semester's credit at approximately the same cost as on campus. Regular members of the college faculty form the core of the teaching staff with occasional utilization of foreign teachers. Other options are available as follows: departmentally-sponsored programs; summer study at Oxford University in cooperation with the University of North Carolina; individual participation in programs at other institutions; and individual travel as described in the Special Studies options on page 80.

Those students who wish to enroll in the full semester program that is conducted by Meredith should consult the Academic Dean. Other programs are arranged within departments and by a coordinator of foreign study. All programs are publicized on campus.

Drew University

Through an arrangement with Drew University in Madison, New Jersey, Meredith students may participate in a semester of study on the United Nations or in London on British politics and history. The program is open especially to qualified juniors who may receive credit for as much as twelve semester hours. The program on the United Nations consists of seminars led by members of various delegations of the United Nations, courses on the Drew University campus, and an intensive research project. The London Seminar, under the auspices of Drew, offers a semester of study in London at a British University.

Students who wish to participate in the Drew University semester on the United Nations or on British politics and history at a London University should apply in the Department of History.

American University

Through an arrangement with American University of Washington, D.C., Meredith students may participate in its Washington Semester, which introduces students from all over the nation to a first-hand study of American politics. The program is open especially to qualified juniors or seniors.

Students who wish to participate in the Washington Semester at American University should apply in the Department of History.

SUMMER STUDY

Meredith conducts a summer session consisting of 3 three-week terms. Courses are generally taught over the three-week terms with a student taking only one course per term. Occasionally some courses are taught over six or nine weeks. In this case a student may enroll in a single three-week course along with one of longer duration.

Meredith students enrolled at Meredith summer school may also take one course at a Cooperating Raleigh College. This course will be treated as an interinstitutional course. Fees will be paid at the Cooperating Raleigh College, and a transcript must be sent to Meredith.

A student who plans to attend summer school at another accredited institution makes application for transfer credit on a form available from her faculty adviser or the Academic Dean. She secures written approval of her adviser, the appropriate chairman, and the Dean for specific courses. She must then have a transcript sent to Meredith.



ACADEMIC PLANNING AND ADVISING

Academic Advisers

Upon arrival at Meredith each student is assigned an academic adviser who will aid her in planning her program, offer academic counsel, and serve as a personal counselor if the student so desires. Once the student declares a major field, she will be assigned to an adviser in that department. Although the major adviser must approve the student's program and will, in consultation with the Registrar, certify to the faculty that she has met all requirements, the student is finally responsible for her own program.

Course Load

A student will decide upon her own course load in consultation with her adviser. The average load in a semester is 15.5 hours. The student wishing to graduate in four years should give particular care to maintaining this average. A student who takes an overload or underload of more than one semester hour should do so only after careful consideration.

The Freshman and Sophomore Years

Before a student initially registers for classes at the College, and prior to each subsequent registration period, she will consult her academic adviser about her course of study. The only specific courses required in the freshman year are English composition, foreign language (unless the competency requirement is met through satisfactory performance on a placement examination), and physical education. The student, with the assistance of her adviser, then plans her other course choices, keeping in mind both the general education requirements (page 56) and any specific academic interests of the student. A freshman who has a firm idea about her major field can usually begin courses in that area; one who is uncertain about her area of concentration finds that choosing a variety of courses from the general education requirements allows her to explore many academic areas. During her freshman and sophomore years a student may not take concurrently two courses in the same discipline without the Dean's permission.

Whenever a student is ready to declare her major she should discuss the matter with the chairman of the department concerned and make proper arrangements.

The Junior and Senior Years

Once she has declared a major the student should consult regularly with her major adviser. Since the student is finally responsible for fulfilling graduation requirements she should have a thorough credit check with

her adviser during the last semester of her junior year, perhaps at pre-registration for the senior year. If there are problems which she and her adviser cannot solve she should consult the Registrar and, in rare cases, the Academic Dean.

Students may graduate in either May, August, or December. Seniors who expect to graduate must register their intention in the Office of the Academic Dean. Those who plan to graduate in May or August must file by December 1; graduates in December file by May 1. A formal commencement program is held in May for graduates who qualify in August, December, or May and wish to participate.

Graduate Record Examination

Early in the senior year a student wishing to go to graduate school should arrange to take the Graduate Record Examination(s) through the Office of Career Planning or at other established testing centers. Detailed information is available from academic advisers or in the Office of Career Planning.

Schedule Changes

During the first five class days of each semester a student may change her course schedule without penalty or record. No courses may be added after this five-day period. All courses dropped between the end of the five-day period and the first four weeks of the semester will receive a W (withdrawal) grade. Courses dropped after this date will be graded WP or WF. No drops are permitted after the final meeting of the class. All schedule changes are processed on forms available in the Office of the Registrar.

Students who do not wish to complete a course for which she is enrolled must withdraw officially through the Registrar's Office. If a student drops out of the class and fails to withdraw officially she will be treated as if she were still in the course and her grade recorded accordingly.

Repetition of Courses

A course may be repeated if the student registers for the course the next time it is offered. Exceptions require permission of the Dean and the chairman of the department in which the course is to be repeated. If repeated at Meredith the first attempt is not used in calculating the quality point ratio. Therefore, a student should not repeat at another school a course which she has failed at Meredith because of the effect on her Meredith grade average.

Class Attendance

Each student is expected to be regular and prompt in her attendance at all

classes, conferences, and other academic appointments. Regular presence of the student in the classroom is indispensable both to herself in deriving the most benefit from her courses and to her teachers and fellow students in sharing the benefits of her thinking. She must accept full responsibility for class presentation, announcements, and assignments missed because of absence. Absences tend to affect the quality of one's work and, therefore, may lower her standing in courses. Each student must determine for herself what constitutes responsible class attendance.

CREDIT REGULATIONS

Advanced Placement Credit

Advanced placement and credit is available in several departments. Entering students see page 21. Students in residence should apply directly to the department concerned or to the Dean.

Auditing Courses

Full-time degree candidates may audit a class upon the approval of the teacher of the class and the Registrar. (Under no condition will an audit student displace a regular student.)

Audited classes are listed on the permanent record, but no credit or grade is recorded. An audited class may be dropped in the same manner as any other class. When dropped, the course will not be entered on the permanent record. (If the student fails to satisfy the teacher's stated expectations for the audit, the audit will not be listed on the permanent record.)





Residence Credit Requirements

A candidate for a degree must complete twenty-four of her last thirty hours at Meredith College. If four-hour courses are involved, twenty-two of the last thirty hours will suffice. For a student who enrolls for credit at one of the Cooperating Raleigh Colleges under the interinstitutional agreement, one additional course carrying up to four hours credit is permitted. A student who plans to complete her graduation requirements in December may take as many as twelve semester hours (or fourteen, if four-hour courses are involved) at another institution during the summer immediately prior to her final semester, provided she completes at least twelve hours at Meredith during each of her last two regular semesters.

A student who desires teacher certification from Meredith must complete at Meredith: Education 439, Observation and Directed Teaching and, if required for her program, the following methods courses: Ed. 448, 457, 458, Art 734, Music 730, 731, and any methods courses numbered 764.

A senior transfer student from a regionally-accredited institution must complete at least thirty hours at Meredith. If a senior enters from a college not accredited by the regional accrediting agency, she must attend Meredith for at least two years.

A student transferring to Meredith at the beginning of the junior year will be expected to take at Meredith at least twelve hours in the department in which she is a major. A student transferring at the beginning of her senior year will be expected to take at Meredith at least nine hours in the department in which she is a major. The maximum credit accepted from a two-year college is sixty-six semester hours.

Provisional Credit

When the candidate comes from a college belonging to the Southern Association of Colleges and Schools or an association of related rank, she will be given credit for the courses acceptable toward a degree at Meredith. A candidate from a non-accredited college will be given provisional credit which must be validated by success in work undertaken at Meredith or by examinations. In order to validate provisional credit other than by examination, she must complete a minimum of twenty-four semester hours with a C average during her first two semesters at Meredith. If one fails to reach this standard she will have her provisional credits reduced in number by the deficiency in hours or quality points.

Old Credit

In evaluating credit earned more than ten years prior to enrollment at Meredith, the Registrar will consult with the appropriate departmental chairmen.

Correspondence Credit

Six hours maximum credit may be allowed for correspondence courses on which a grade of C or higher has been earned after written permission has been granted by the student's adviser, the chairman of the department involved, and the Dean.

Restricted Credit for Juniors and Seniors

Juniors may take as many as four semester courses numbered in the one hundreds. Seniors may take as many as two semester courses numbered in the one hundreds.

Credit in Music

Of the 124 hours required for graduation, no more than four may be in ensemble credits. Additional ensemble credits, however, will be recorded on students' transcripts and will count in grade point averages.



GRADING SYSTEM

Each course receives one official semester grade, an evaluation of the entire work of the student during the semester. A report is sent to the student and her parents or guardian.

Standard Grading

In spite of the fact that different disciplines demand different emphases, that in certain areas special skills are necessarily involved, and that absolute uniformity in such interpretation would be impossible and perhaps undesirable, effort has been made to formulate some statement of interpretation of the letter grades.

- A Sustained mastery of course content and consistent demonstration of individual initiative and insight beyond the fulfillment of course requirements.
- B Work displaying accurate knowledge of course content and some ability to use this knowledge creatively.
- C Work demonstrating familiarity with basic course concepts, related methods of study, and full participation in class work.
- D Work below the minimum standard as defined above. Although falling below this minimum, it is considered of sufficient merit to be counted toward graduation if balanced by superior work in other courses.
- P Passing on a course elected for Pass-Fail grading. Neither hours nor quality points are used in computing grade point averages.
- F Failure which may not be made up by re-examination.
- INC The student's work is incomplete. If an Inc. is not completed during the next semester, it automatically becomes an F.
- WF The student was not passing when she withdrew from the course. A course with a grade of WF will count as hours attempted.
- WP The student was passing when she withdrew from the course. A course with a grade WP does not count as hours attempted. *Withdrawal from class* with a WP mark is allowed throughout the regular class schedule. Students who wish to exercise this option must do so before the final meeting of the class. No withdrawals will be allowed after the examination schedule has begun.
- W The student withdrew from college for medical or other emergency reasons or withdrew from a course during the first four weeks of the semester. W is given only upon medical or emergency withdrawal. A course with a W grade does not count as hours attempted.

Pass-Fail Policies

Some courses are taught only for Pass-Fail grading. A student may register for these courses during a given semester in addition to the following Pass-Fail options.

Pass-Fail Options

- A. During her junior and/or senior years, a student may elect for Pass-Fail grading a seminar in her major field and two courses outside her major field. Only one such course may be elected during a single semester. (Excluded from courses which may be pursued under this category are the following: All "prescribed subjects" taken to meet requirements for graduation; all courses taken in summer school or in institutions other than Meredith.)
- B. Physical Education activity courses taken as a degree requirement are graded Pass-Fail for all students. Activity courses taken in addition to the four hour requirement may be taken for a letter grade or may be taken Pass-Fail in addition to other Pass-Fail options.
- C. Health Education 101 may be elected for Pass-Fail grading in addition to other options.

General Regulations

- 1. Course content and requirements will be the same for PF registrants as for regular students, and minimum performance for P will be equivalent to minimum performance for letter grade D.
- 2. In computation of grade-point averages an F on a PF course will be computed as hours attempted; a P will not be computed as hours attempted.
- 3. When a student registers for the semester in which she elects the PF option for a course, she will designate the course that she so elects. No changes in such options will be allowed after the first ten days of the semester in which schedule changes are normally allowed.
- 4. A student who changes her major to a department in which she has already taken PF work may credit only one PF course in the new major. If she has taken more than one such course, she will forfeit credit in the new major.
- 5. Responsibility for compliance with all rules governing the PF system rests with the student, and appeals for exception to these will not be heard.





Quality Point Ratio

Each student has her grade averaged in two ways: a Meredith average and an overall average. Each semester hour with a grade of A carries four quality points; B, three; C, two; D, one; F, none. The quality point ratio is calculated by dividing the number of quality points earned by the number of semester hours attempted, whether passed or not. No more hours for a course are ever calculated in the quality point ratio than the number of hours credit carried by the course.

ACADEMIC RECOGNITION

Classification

Students are to be classified on the following basis:

Classification	Semester Hours Credit
Freshman	1-25
Sophomore	26-59
Junior	60-89
Senior	90 and above

Eligibility List

An Eligibility List is prepared at the beginning of each semester which includes the names of all students who have maintained the minimum academic standard for college representation or for student activities as indicated in the *Student Handbook*. A student is considered eligible if she has at least a 2.0 QPR on all work attempted at Meredith. All freshmen are eligible in their first semester. Transfer students must have a 2.0 average.

Dean's List

At the end of each semester a Dean's List is published in recognition of those students who have achieved a high academic level in their courses for that semester. Students who passed all Meredith and Cooperating Raleigh Colleges courses with a 3.20 grade point average will be placed on the list. The students must have completed at least twelve semester hours

during the semester, including courses at other Cooperating Raleigh Colleges.

Graduation with Distinction

The degree of Bachelor of Arts, Bachelor of Science, or Bachelor of Music with Distinction is conferred upon a student under the following conditions:

- A. A student must have been in residence at Meredith long enough to have earned a minimum of fifty-seven semester hours in courses at Meredith and interinstitutional courses at other Cooperating Raleigh Colleges.
- B. For the purpose of computing the standing of a student, two averages must meet the required standards established for honors:
 1. Meredith credits — all courses taken at Meredith.
 2. Total credits — all courses taken at any institution, including Meredith.
- C. Students whose average is 3.2 quality points per semester hour are graduated *cum laude*; those whose average is 3.6 quality points per semester hour are graduated *magna cum laude*; those whose average is 3.9 quality points per semester hour are graduated *summa cum laude*.

RETENTION

All students are expected to maintain satisfactory progress toward graduation. When a student fails to make satisfactory progress her case will be reviewed by an Academic Retention Committee composed usually of the Academic Dean, the Dean of Students, the student's adviser, and two other professors who have taught her. This committee will decide whether the best interest of the student and the College requires suspension or retention.

1. A student is considered to be making minimal progress if she passes nine semester hours and earns eighteen quality points in any given semester. Should she fail to achieve either minimum, she is placed on academic probation for the following semester. If in that semester she again fails to reach either minimum, her case will be reviewed by a Retention Committee.
2. A student is considered to be making minimal progress if, before her third college year, she has accumulated during regular and summer sessions fifty semester hours and ninety-two quality points and has a quality point ratio of at least 1.5 on all courses attempted at Meredith. If a student fails to reach either minimum her case will be referred to a Retention Committee.
3. A student's adviser may refer her to an Academic Retention Committee if her progress seems unsatisfactory even though she has met the minimums outlined above.

OFFICIAL WITHDRAWAL

Official withdrawal from the College is effected by all students through the Office of the Dean of Students. Failure to make official withdrawal forfeits the right of honorable dismissal.



Courses Of Study

Lower level courses are numbered in the 100's and 200's; upper level courses, 300's and 400's; educational method courses in academic disciplines, 700's; special studies courses, 900's.

A course with two numbers continues throughout the year. If the numbers are connected with a hyphen, no permanent credit is allowed until the full year's work is completed.

Brackets enclosing the number and title of a course indicate that the course is not given for the current year.

The College does not guarantee to offer any course listed below for which there is not a minimum registration of ten students.

A "block" course is taught for the first half of a semester, five days a week. Student teaching under supervision is scheduled for the second half of either semester.

GENERAL COURSES

LDI 100 LIFE DIRECTIONS SEMINAR

Pilot project for 1976-77)

Designed to stimulate the freshman student to examine and analyze herself as a responsible person in relation to her life direction in college and after. Emphasis on how the college experience is related to the development of self-confidence, intellectual independence, and skills in human relationships. Group discussion, guest lectures, films, and other related activities. Meets one hour per week plus two plenary sessions per month. Offered for Pass-Fail grading only. *Credit, one hour.* Staff.

CPS 101 CAREER PLANNING SEMINAR

Designed to aid students in assessing personal interests, abilities, and strengths; to explore career fields and employment trends; and to develop decision-making skills for relating this information to career plans. The seminar will include speakers and films. Open to all students. Offered for Pass-Fail grading only. *Credit, one hour.* Mrs. Harris.

COOPERATIVE EDUCATION

COE 302 EMPLOYMENT

Full-time employment for a summer or a semester. Prerequisites: CPS 101, sixty semester hours of college credit, and acceptance by permission of the Cooperative Education Committee. Offered for Pass-Fail grading only. *Credit, four hours.* Staff.

COE 403 EMPLOYMENT

Full-time employment for a summer or a semester. Prerequisite: COE 302 and at least one semester of study on campus after completion of COE 302. *Credit, four hours.*

SPECIAL STUDIES

Special Studies Courses are available in all departments in the following categories:

910 INDEPENDENT STUDY

A program of study involving a minimum of guidance and allowing truly autonomous study.

920 DIRECTED INDIVIDUAL STUDY

An individualized course of study in an area selected and planned by a student in consultation with an instructor. Appropriate guidance provided by the instructor.

930 COMMUNITY INTERNSHIP

An internship in practical work, permitted if the work has a basis in prior course work and involves intellectual analysis. Supervision by an instructor and by a representative of the agency or institution in which the work is done.

940-949 GROUP STUDY

A course on a special topic which is not already in the curriculum.

Special Studies courses are governed by the following procedures:

1. A course may be proposed by students or faculty.
2. Each course must have the approval of the chairman of the department in which credit is given.
3. Each course must have the approval of the Dean of the College (Academic Dean).
4. Approval for Group Study of special topics is granted on a one-semester basis.
5. An approved Group Study course is listed in the schedule of courses offered and enrollment is through the usual procedures.
6. Approval for Independent Study, Directed Individual Study, and Community Internship must be secured by each student by registration day of the semester during which the course is to be taken.
7. Courses may be taken for from one to four semester hours credit.
8. The option may be pursued on multiple occasions.
9. Special Studies courses may be designated for Pass-Fail grading by those persons responsible for approving them. A student may elect these in addition to her P-F options.

INTERDISCIPLINARY STUDIES

IDS 200 THE DEVELOPMENT OF THE NATURAL UNIVERSE

An interdisciplinary course in the natural sciences, team taught by faculty of the Biology, Chemistry, and Mathematics Departments. The course takes a chronological approach to the development of the universe, using principles of physics, including a study of atomic structure and spectra, nuclear structure and reactions, and concepts of mass, force, and energy to explain current cosmological theories of the formation of the stars, planets, and universe. The study of the development of the planet earth emphasizes historical geology with relation to biological evolution, relating chemistry to biology in the evolution of life, and biology to environment by study of the fossil record and such geological phenomena as continental drift. A study of mineral and ore formation relates chemistry to technology, as current aspects of ecology relate living systems to environment. Three one-hour class meetings per week, field trips, and laboratory experiences. *Credit, four hours.* Mrs. Horner, Mrs. Bunn, Mr. Davis.

WOMEN'S STUDIES

Under the Program for Raising the Sights of Women, a three-year project sponsored by the Mellon Foundation, courses designed to increase creativity, decision-making skills, independence, leadership, assertiveness, and goal-orientation, among other characteristics, are offered from time to time.

Using the Special Study process for group study, various departments intermittently offer courses which examine different facets of life as a woman. Some examples are Women in History; The Psychology of Women; Women in Literature, etc. Individual studies are always available for students who have an interest in a particular area.

ART

Associate Professor White, *Chairman*; Assistant Professor Maron; Insstructors Chrest, Givvines, Greenberg, Peyser, and Short. The department offers a major in art.

The student who studies art at Meredith learns to function creatively in a variety of studio experiences and gains an understanding of the artistic productivity of human culture through courses in art history. Wherever possible, the student is expected to begin the studio program in her freshman year, though special provision may be made for transfer students. Upon completion of the basic requirements listed below, the student may complete her 30-hour requirement for the major by electing courses which concentrate upon one or several of the areas offered in the art curriculum. Provision is made for those students who wish teacher certification in art as well as those who wish elementary certification. Through the special studies program a student may pursue certain projects of a career-oriented nature. Students planning to enter graduate school are urged to consult early with the chairman of the art department in order to gain maximum preparation from the undergraduate program at Meredith.

The art curriculum is now under revision and there may be variations in the requirements and course listed below. Students should consult with the department during registration for details.

Requirements for a Major

Thirty hours in art, including 101, 102, 221, 222, 359, 360, and 498.

ART EDUCATION PROGRAM

Art Courses	31-37
Beginning Drawing and Composition 101, 102	6
Creative Design 221, 222	6
History, Ancient and Modern 359, 360	6
Beginning Painting 347	3
Printmaking 345	3
Ceramics or Sculpture 226 or 258	3
Seminar 498	1
Electives (extended work area of art)	3-9
Professional courses	15-18
Educational Psychology 234	3
Methods in the Teaching of Art 734	3
Observation and Directed Teaching 439	6
Additional Education courses determined by the student and her adviser	3-6
Total hours	46-55

101, 102 BEGINNING DRAWING AND COMPOSITION

An introductory course in basic design with emphasis on the elements and the principles of design. Studio problems involving the use of a variety of materials. Development of individual creative ability encouraged through group and individual criticism. Prerequisite for Art 102: Art 101 or Art 243. Six studio hours a week. *Credit, six hours.* Mr. White and Mr. Maron.

221, 222 CREATIVE DESIGN

A course offering the student an opportunity to develop creativeness in two- and three-dimensional design and technical ability in the use of various materials. Prerequisite: Art 101, 102. Six studio hours a week. *Credit, six hours.* Mr. White.

226 CERAMICS

An introductory course in ceramic processes and material. Projects in coil, slab, and wheel methods of production. Experimentation with various types of decoration. Not open to freshmen except by special permission. *Credit, three hours.* Mr. Givvines.

229 ADVANCED DRAWING

Problems in sketching, figure drawing, illustration, and perspective drawing. Prerequisite: Art 101, 102. Six studio hours a week. *Credit, three hours.* Staff.

234 ART APPRECIATION

A course designed to satisfy the need of students for a key to the enjoyment of art. Art of past cultures and modern times introduced to the student through illustrated lectures and class discussions. Not open to art majors. *Credit, three hours.* Mr. White.

243 BEGINNING ART

A course in the fundamentals of art for other than art majors. Consideration of the elements and principles of design and their application in problems involving various art media. Six studio hours a week. *Credit, three hours.* Staff.

244 INTERIOR DESIGN

A course to familiarize the student with historical and contemporary home furnishings and decoration. Studio problems in interior design. Six studio hours a week. (Also offered as Home Economics 244.) *Credit, three hours.* Staff.

258 ELEMENTARY SCULPTURE

An introductory course in modeling and construction of three-dimensional subjects. Emphasis upon the creative phase of sculpturing and upon technical process and techniques. Six studio hours a week. *Credit, three hours.* Miss Peyser.

345, 346 PRINTMAKING

Fundamentals of printmaking processes: relief, intaglio, planographic, stencil, and mixed media. Prerequisite: Art 101, 102 or special permission. *Credit, three or six hours.* Mr. Chrest.

347, 348 BEGINNING PAINTING

A studio course in creative painting in various media including casein, watercolor, oil, and acrylic. Prerequisite: Art 101, 102 or special permission. Six studio hours a week. *Credit, three or six hours.* Mr. Maron.

359 HISTORY OF ANCIENT ART

A survey of the significant art of the East and West from prehistoric times to the Renaissance. *Credit, three hours.* Mrs. Greenburg.

360 HISTORY OF MODERN ART

A survey of the principal trends of sculpture, painting, and architecture from the Renaissance to the present. *Credit, three hours.* Mrs. Greenburg.

453, 454 ADVANCED PAINTING

Prerequisite: Art 347, 348. Six studio hours a week. *Credit three or six hours.* Mr. Maron or Mr. White.

[465 COMMERCIAL ART]

A course for the student interested in the nature and application of art materials for the commercial art field. Illustration, fashion drawing, window display, and advertising art included in the projects covered. Prerequisite: Art 101, 102. Six studio hours a week. *Credit, three hours.* Staff.

498 SEMINAR

A study and review group meeting with the staff to consider current problems, advanced techniques, and other problems related to art. Required of all art majors in their senior year. Includes preparation for the exhibition required of all senior majors. *Credit, one hour.* Mr. White.

734 METHODS IN THE TEACHING OF ART

(For Art Majors)

A study of the aims of art in the school and its place in the integral program; practice in art problems for the classroom teacher, together with the selection and preparation of illustrative material to meet the needs of pupils of different grade levels. Prerequisite: twelve hours of art. One lecture and four studio hours a week. May not be counted toward a major. *Credit, three hours.* Miss Peyser.

744 METHODS IN THE TEACHING OF ART

(For K-3 Teachers)

A study of the aims of art in the school and its place in the integral program; practice in art problems for the classroom teacher, together with the selection and preparation of illustrative materials to meet the needs of pupils of different grade levels. Prerequisite: Art 101 or Art 243 or permission of the department. One lecture and four studio hours a week. May not be counted toward a major. *Credit, three hours.* Miss Peyser.

Students who wish advanced practice and research in special fields — painting, sculpture, design, graphics, art history, etc. — should consult with the departmental chairman and arrange for it through the Special Studies options listed on page 80.

**BIOLOGY**

Associate Professor Bunn, *Chairman*; Assistant Professors Eads and Hoffman. The department offers a major in biology (A.B. or B.S.).

The Department of Biology meets the needs of the liberal arts student with several introductory courses providing a contemporary molecular emphasis which relates the field to the physical sciences, home economics and other disciplines. Advanced courses provide opportunities for in-depth exposure to many areas of the biological sciences.

A Bachelor of Science or Bachelor of Arts degree in biology provides training for both academic and industrial research as well as for teaching. A biology major provides excellent background for health-related fields. The program provides all needed prerequisites for post-graduate studies in the various areas of medical technology, medicine, dentistry, veterinary medicine, public health administration, physical therapy, ophthalmology and graduate studies in all areas of the biological sciences.

Requirements for a Major**BACHELOR OF ARTS**

Thirty semester hours in biology, including 101, 102, 211, 222, 331, 334, 321 or 336. Other requirements include Chemistry 111, 112, and 221, and mathematics through at least one semester of calculus (Mathematics 211). SCI 764 does not count toward a major. Students qualifying for a teaching certificate in high school biology must also include one year of either physics or earth science.

BACHELOR OF SCIENCE

Thirty-six semester hours in biology, including 101, 102, 211, 222, 331, 323, 334, and 321 or 336 plus one approved biology elective. Two hours of Biology Seminar or Special Studies in addition to the courses listed above. Thirty-three hours of related subjects, including one chemistry elective, Physics 221 and 222, and Mathematics 110, 211 and one additional advanced course (340 or 212 is recommended).

101 GENERAL BIOLOGY

A course presenting a number of the central principles of biology and relating them to everyday experience. Areas of study include: biology at the cellular and sub-cellular levels, vertebrate physiology and anatomy with an emphasis on man, and biology of the flowering plants. Corequisite Biology 141. Three lectures. *Credit, three hours.* Staff.

141 GENERAL BIOLOGY I LABORATORY

Laboratory exercises designed to illustrate the principles considered in Biology 101. Topics will include cell biology and the anatomy and physiology of vertebrate animals and flowering plants. Corequisite Biology 101. Meets 2 hours/week. *Credit, one hour.* Staff.

102 GENERAL BIOLOGY II

A continuation of general biology. This course provides the student with an introduction to five major topics in biological science. These are microbiology, a survey of plants, a survey of animals, genetics, and ecology. Emphasis

is on both basic biological principles and applied topics related to these principles. Corequisite Biology 142. Three lectures. *Credit, three hours.* Staff.

142 GENERAL BIOLOGY II LABORATORY

A selection of laboratory exercises designed to illustrate the basic principles presented in Biology 102. The exercises include the study of major plant and animal groups, experiments in bacteriology and genetics, and an ecology field trip. Corequisite Biology 102. Meets 2 hours/week. *Credit, one hour.* Staff.

211 ADVANCED PLANT BIOLOGY

An advanced plant science course combining basic studies in seed plant physiology and anatomy with traditional plant morphology in which all major groups of the plant kingdom are surveyed. Prerequisite: Biology 101, 102. Two lectures and four laboratory or field trip hours a week. *Credit, four hours.* Mr. Hoffmann.

222 INVERTEBRATE ZOOLOGY

A comparative phylogenetic approach to the major groups of the invertebrate animals. Both type animals commonly encountered and transitional forms studied as to life history, morphology, physiology, ecology and economic importance. Possibility of field trips to study, collect, and classify animals in their natural habitats. Prerequisite: Biology 101, 102. Two lectures and six laboratory or field trip hours a week. *Credit, four hours.* Mr. Eads.

234 PRINCIPLES OF ECOLOGY

A study of the interactions between plants and animals and their environments. The effects of environmental factors on living systems are considered at the individual, population, and community levels. Prerequisite, Biology 111. Three lectures and three laboratory hours a week. *Credit, four hours.* Mr. Hoffmann.

[321 COMPARATIVE VERTEBRATE ANATOMY]

A course dealing with the morphology, anatomy, and development of the various vertebrate organs and systems of organs. Various vertebrate types, including fish, amphibia, and mammals, to be dissected in the laboratory. Alternates with 323. Prerequisite: Biology 101, 102; Biology 222 recommended. Two lectures and six laboratory hours a week. *Credit, four hours.* Mr. Eads.

322 VERTEBRATE EMBRYOLOGY

Laboratory study of maturation, fertilization, segmentation, formation of germ layers, origin of characteristic vertebrate organs in representative forms. Special emphasis placed on the chick and pig in laboratory and outside readings to show comparative stages in other vertebrates. Alternates with 332. Prerequisite: Biology 101, 102. Two lectures and six laboratory hours a week. *Credit, four hours.* Mr. Eads.

323 VERTEBRATE PHYSIOLOGY

Anatomy to be studied only so far as it is necessary to understand the functions of the different systems of the body. Laboratory work to include study of muscular and nervous

systems of animals and experimentation in digestion, circulation, respiration, and excretion. Especially adapted to students preparing to study medicine or nursing or to become technologists. Alternates with 321. Prerequisite: Biology 101, 102, Chemistry 111, 112. Three lectures and one three-hour laboratory a week. *Credit, four hours.* Mr. Eads.

331 GENETICS

A course designed to provide an understanding of the principles of classical, population, and molecular genetics and the relationship of these principles to human heredity, agriculture, evolution, and selected environmental problems. prerequisites: Biology 111, 112. Recommended: Mathematics 110 or equivalent. Corequisite for Biology majors: Genetics Lab (Bio 341). Three lectures per week. *Credit, three hours.* Mr. Hoffmann.

341 GENETICS LABORATORY

A collection of laboratory exercises designed to provide some practical exposure to some of the general principles considered in Genetics (Bio 331). Laboratory work will be based upon a number of organisms including bacteria, fungi, higher plants, fruit flies, and man. Prerequisite: Mathematics 110 or equivalent. Corequisite: Genetics (Bio 331). Three hours laboratory per week. *Credit, one hour.* Mr. Hoffmann.

334 MICROBIOLOGY

A general study of bacteria, viruses, yeasts, and molds, with emphasis on the application of the principles of bacteriology to everyday life. Laboratory work to include culture and staining techniques; principles of sterilization and disinfection; bacteriological examination of air, foods, water, and milk; and experiments on fermentation. Recommended for home economics majors. Prerequisite: Biology 101, 102 and Chemistry 111, 112 or their equivalents. Two lectures and four laboratory hours a week. *Credit, four hours.* Mrs. Bunn.

336 BIOCHEMISTRY

See Chemistry 336. *Credit, four hours.* Mrs. Bunn.

499 SEMINAR

May be taken for credit both junior and senior years. Offered for Pass-Fail grading only. *Credit, one hour.* Staff.

SCI 764 THE TEACHING OF SCIENCE

May not be counted toward a major. *Credit, three hours.*

Under a plan of interinstitutional cooperation, there are available at North Carolina State University additional courses in genetics, botany, zoology, and microbiology and elementary courses in geology which may be of interest to biology majors. Similarly, at St. Augustine's College courses in radiochemistry and radiobiology are available for biology majors.

Students who wish advanced study or research in biology should consult with the departmental chairman and arrange for it through the Special Studies options listed on page 80.

BUSINESS AND ECONOMICS

Professor Frazier, *Chairman*; Associate Professor Peterson; Assistant Professor Simmons; and Instructor Sasnett. The department offers a major in business administration (B.S. with concentrations in management, office administration, and economics) and a major in economics (A.B.).

Requirements for B.S. Degree in Business Administration

Candidates for the B.S. degree must take eighteen hours in a prescribed core and eighteen additional hours in their chosen fields of concentration. The core consists of the following courses: Economics 210, 211; Business 330, 331; Business 444; Business 366.

The *Management Concentration* provides a student the opportunity to strengthen her leadership and decision-making qualities and to qualify for initial positions at an appropriate level of management or as a management trainee. The student who chooses this concentration must take Business 432 and 445 and twelve additional hours in the field of concentration or allied courses with the approval of her faculty adviser.

The *Office Administration Concentration* enables a student to qualify for a teaching certificate in business or to enter business as an administrative secretary or assistant in areas where office skills and procedures are desirable. The student who selects this concentration must take at least eighteen hours above the core selected from Business 220, 221, 320, 321, 422, 384, and 344 in consultation with her faculty adviser. A student qualifying for a North Carolina teacher's certificate must meet requirements specified in the approved institutional program.

The *Economics Concentration* affords a student the opportunity to develop her interest in economic theory and its application and to prepare for a position in a specialized business, financial institution, or governmental agency or for admission to graduate school. A student with this concentration must take Economics 445 and fifteen additional hours in economics courses selected in consultation with her faculty adviser.

All other students are encouraged to acquire work experience related to their interests. Students in the Office Administration Concentration must present evidence of having completed forty hours of approved work experience.

Business

110 FUNDAMENTALS OF BUSINESS

Introduction to business, including objectives, functions, principles, and services of business; the place of business in society; and trends in business. *Credit, three hours.* Mr. Peterson.

220, 221 TYPEWRITING

Development of typewriting skill; application of skill and

knowledge to business letters, manuscripts, tabulation problems, and office forms. Prerequisite for Business 221: Business 220 or a test demonstrating acceptable speed, control, and production levels. *Credit, six hours.* Mrs. Sasnett.

320, 321 ELEMENTARY SHORTHAND

Principles of Gregg Shorthand; development of skill to take dictation at eighty words a minute for five minutes on new material and produce acceptable transcripts. Prerequisite or parallel: Business 220 and 221. Prerequisite for Business 321: Business 320 or equivalent. *Credit, six hours.* Mrs. Sasnett.

330, 331 PRINCIPLES OF ACCOUNTING

Fundamental principles of accounting applied to proprietorships, partnerships, and corporations; analysis and interpretation of financial statements; introduction to cost and tax records and reports. Prerequisite for Business 331: Business 330. *Credit, six hours.* Miss Frazier.

344 OFFICE PROCEDURES AND MANAGEMENT

Selection and effective use of office equipment and supplies; development of working knowledge of transcribing machines, duplicating machines, calculators, and adding machines; filing and records management. Prerequisite: Business 221 or equivalent. *Credit, three hours.* Miss Frazier.

366 PRINCIPLES OF MARKETING

Principles and methods associated with the movement of goods and services from the producer to the consumer; marketing functions and institutions. *Credit, three hours.* Mr. Peterson.

384 BUSINESS COMMUNICATION AND REPORTS

Analysis and composition of adjustment, credit, collection, employment, sales, and goodwill letters; preparation and presentation of oral and written business reports. Prerequisite: Business 220 or special permission from the instructor. *Credit, three hours.* Miss Frazier.



422 ADVANCED SHORTHAND

Review of shorthand theory; further development of dictation and transcription skills; special attention to mailable transcripts and production competency. Prerequisite: Business 221, Business 321 or equivalent. *Credit, three hours.* Mrs. Sasnett.

432 MANAGERIAL ACCOUNTING

Analysis of financial records as a basis for decision-making; development of additional accounting theory and application to financial problems. Prerequisite: Business 330, 331. *Credit, three hours.* Miss Frazier.

444 PRINCIPLES OF MANAGEMENT

Introduction to management with emphasis on objectives, principles, and managerial decision-making; analysis of basic functions of planning, organizing, motivating, and controlling; and personnel policies. *Credit, three hours.* Miss Frazier.

445 SEMINAR IN THE MANAGEMENT OF BUSINESS AND ECONOMIC AFFAIRS

Study of business and economic issues of contemporary significance; application of economic theories and management principles; guest lectures by business executives; and student research reports. Prerequisite: Business 444. *Credit, three hours.* Miss Frazier and Mrs. Simmons.

454 BUSINESS LAW

Legal principles applied to contracts, negotiable instruments, bailments, sales, property, insurance, torts, and

bankruptcy; place of law in society. Prerequisite: Business 445. *Credit, three hours.* Staff.

490 CORPORATION FINANCE

Financial analysis; working capital management; cost of capital, profitability and risk; short- and intermediate-term financing; long-term financing; external growth; and problems in financing. *Credit, three hours.* Mr. Peterson.

934 BUSINESS INTERNSHIP

Supervised experience in business or merchandising institutions where work is related to student interest and concentration. Planned conferences and programs for improvement. Limited to seniors (advanced juniors by special permission). *Credit, three hours.* Miss Frazier.

764 THE TEACHING OF BUSINESS

Methods and materials for teaching business subjects in the secondary school; attention given to the study of the philosophy and the objectives of business education and the importance of planning and evaluating. May not be counted toward a major. *Credit, three hours.* Miss Frazier.

Requirements for B.A. Degree in Economics

Twenty-four hours in economics, including 210 and 211. Majors are urged to take Mathematics 211.

Economics

210 PRINCIPLES OF ECONOMICS

A study of the macroeconomic principles underlying the current American economic system, including organization for production, distribution of income, business cycles, national income determination, and monetary and fiscal policies. *Credit, three hours.* Mrs. Simmons.

211 PRINCIPLES OF ECONOMICS

A continuation of Economics 210, with microeconomic emphasis to include an examination of the market, prices, costs, the production process, forms of competition, theory of the firm, international trade, and economic growth. Prerequisite: Economics 210. *Credit, three hours.* Mrs. Simmons.

324 HISTORY OF ECONOMIC THOUGHT

A critical analysis of the development of economic ideas, their origins and institutional framework, with primary emphasis on an interpretative study of outstanding economists of the past whose contributions have significance for contemporary economic theory. (Available as History 317.) Prerequisite: Economics 210. *Credit, three hours.* Mrs. Simmons.

364 LABOR ECONOMICS

An analysis of American labor in a changing economic and social order; special emphasis upon labor history, labor organizations, collective bargaining, labor legislation, and the economics of wage determination. Prerequisite: Economics 210. *Credit, three hours.* Mrs. Simmons.



366 PRINCIPLES OF MARKETING

For description, see Business 366. May count as credit in economics except by candidates for the B.S. Degree in Business Administration.

374 CONSUMER ECONOMICS

An analysis of intelligent consumer decision-making in the marketplace; economic, psychological, and customary factors motivating buying; government protection for the consumer; consumer credit institutions; insurance; investments; and management of personal and family finances. *Credit, three hours.* Staff.

434 INTERNATIONAL ECONOMICS

A study of the foundations of international trade theory; development of international economic policies; foreign exchange and payments systems; and international institutions supporting trade, with special emphasis on the role of the multinational corporations and common markets. Prerequisite: Economics 210. *Credit, three hours.* Mrs. Simmons.

435 COMPARATIVE ECONOMIC SYSTEMS

An analysis of the economic systems of capitalism, socialism, communism, and their variants; and an evaluation of those systems as means for serving the needs of man. Special attention will be given to a comparison of the present economies of the United States, Russia, Great Britain, India, and the Common Market countries. Prerequisite: Economics 210. *Credit, three hours.* Mrs. Simmons.

445 SEMINAR IN THE MANAGEMENT OF BUSINESS AND ECONOMIC AFFAIRS

For description, see Business 445. *Credit, three hours.* Miss Frazier and Mrs. Simmons.

454 BUSINESS LAW

For description, see Business 454. May count as credit in economics except by candidates for the B.S. Degree in Business Administration. *Credit, three hours.* Staff.

455 MONEY AND BANKING

A study of contemporary monetary theory and policy, including an examination of the value and purchasing power of money; the role of commercial banks; the central banking system and its monetary controls; and the relationship among prices, production, employment, and economic growth. Prerequisite: Economics 210 and 211. *Credit, three hours.* Mrs. Simmons.

456 PUBLIC FINANCE

Principles of taxation and the budgetary expenditure process; the role of government in allocation of resources, stabilization of the economy and income redistribution; and debt management. Prerequisite: Economics 210. *Credit, three hours.* Mrs. Simmons.

Additional courses in business and economics are also available at other Cooperating Raleigh Colleges.

Students who wish advanced study and research in business and economics should consult with the departmental chairman and arrange for it through the Special Studies options listed on page 80.

CHEMISTRY AND PHYSICAL SCIENCE

Associate Professor Horner, *Chairman*; Associate Professor Bunn; Assistant Professors Birkin and Wiechert. The department offers a major in chemistry (A.B. or B.S.).

The chemistry department seeks to prepare students for a variety of goals in life. A major in chemistry provides a student with a well-rounded education, as well as preparing her specifically for graduate or professional school, or for a career in chemistry at the Bachelor's degree level.

A major in chemistry leads directly to a variety of graduate and professional schools. A student should obtain additional information from the department concerning exact course requirements for specific schools. Examples of graduate and professional opportunities are medical, dental, and veterinary schools; medical technology programs; graduate schools in chemistry, biochemistry, textile chemistry, wood and paper chemistry, and a great number of health-related fields.

For the student majoring in another discipline and desiring a concentration in chemistry, the following sequence of course fits the requirements of most health-related professional schools: Chemistry 111, 112, 221, 222 or 351. Chemistry 352 is also recommended for many programs.

Requirements for a Major**BACHELOR OF ARTS**

Thirty-two semester hours in chemistry, including 111, 112, 221, 222, 351, 352, 499; Physics 221, 222, Mathematics 211, 212.



BACHELOR OF SCIENCE

Thirty-eight semester hours in chemistry, including 111, 112, 221, 222, 351, 352, 474, 485, 499; one additional course in physical chemistry; at least one semester hour credit in original laboratory research; twenty-four hours in related subjects, including Physics 221, 222, Biology 101, Mathematics 211, 212, 354, 220 (another advanced level course in mathematics may be substituted for 354 with approval of the Departments of Chemistry and Mathematics); and German 100-101 or proficiency.

Geography 204 carries credit toward the area requirement in the natural sciences. Geography 205, 236, and 368 may be used for credit toward the area requirement in the social sciences.

Chemistry

111 GENERAL CHEMISTRY

Fundamental concepts of chemistry, emphasizing theoretical and physical chemical principles. Three class hours a week. Corequisite, Chemistry 141. *Credit, three hours.* Staff.

141 GENERAL CHEMISTRY LABORATORY

Introduction to experimental physical principles and qualitative analysis. Three laboratory hours a week. Corequisite, Chemistry 111. *Credit, one hour.* Staff.

112 GENERAL CHEMISTRY

A continuation of fundamental concepts, including more advanced theoretical and descriptive chemistry. Three class hours a week. Prerequisite, Chemistry 111, 141. Corequisite, Chemistry 142. *Credit, three hours.* Staff.

142 GENERAL CHEMISTRY LABORATORY

Introduction to quantitative analysis with primary emphasis on volumetric techniques. Three laboratory hours a week. Corequisite, Chemistry 112. *Credit, one hour.* Staff.

221 ORGANIC CHEMISTRY

Fundamental principles, reactions, and mechanisms of organic chemistry. Three class hours per week. Prerequisite, Chemistry 112, 142. Corequisite, Chemistry 241. *Credit, three hours.* Mr. Wiechert.

241 ORGANIC CHEMISTRY LABORATORY

Experimental techniques in synthesis and reactions of organic compounds. Three laboratory hours a week. Corequisite, Chemistry 221. *Credit, one hour.* Mr. Wiechert.

222 ORGANIC CHEMISTRY

A continuation of Chemistry 221, emphasizing mechanisms, reactions, and physical methods of organic chemistry. Three class hours a week. Prerequisite, Chemistry 221, 241. Corequisite, Chemistry 242. *Credit, three hours.* Mr. Wiechert.

242 ORGANIC CHEMISTRY LABORATORY

Experimental organic chemistry with emphasis on qualitative analysis of organic compounds, using chemical tests and instrumental analysis. Three laboratory hours a week. Corequisite, Chemistry 222. *Credit, one hour.* Mr. Wiechert.

336 BIOCHEMISTRY

A study of the chemistry of biological systems with emphasis on metabolism. Prerequisite: Chemistry 221; Biology 101. Also offered as Biology 336. Three class hours and one three-hour laboratory a week. *Credit, four hours.* Mrs. Bunn.

351 QUANTITATIVE ANALYSIS

Prerequisite: Chemistry 111, 112. A study of volumetric and gravimetric methods of analysis. Two class hours and six laboratory hours a week. *Credit, four hours.* Mr. Wiechert.

352 INSTRUMENTAL ANALYSIS

A study of the theory and practice of instrumental methods of analysis. Two class hours and six laboratory hours a week. *Credit, four hours.* Mr. Wiechert.

474 INORGANIC CHEMISTRY

Advanced concepts of theoretical and descriptive inorganic chemistry. Three class hours a week. Prerequisite, Chemistry 112, 142. *Credit, three hours.* Mrs. Horner.

444 INORGANIC CHEMISTRY LABORATORY

Advanced techniques of inorganic preparations. Three laboratory hours a week. Prerequisite or corequisite, Chemistry 474. *Credit, one hour.* Mrs. Horner.

485 PHYSICAL CHEMISTRY

Prerequisite: Chemistry 111, 112; Physics 221, 222; Mathematics 211, 212. *Credit, four hours.* Mrs. Horner.

499 SEMINAR

May be taken for credit more than one semester. *Credit, one to three hours.* Offered for Pass-Fail grading only. Staff.



Physics

204 PRINCIPLES OF PHYSICS

A non-mathematical treatment of the fundamental principles of physics, with emphasis on their relevant applications. *Credit, three hours.* Staff.

221 MECHANICS, HEAT, AND WAVE MOTION

Three class hours and one three-hour laboratory period a week. *Credit, four hours.* Mrs. Horner.

222 ELECTRICITY AND MAGNETISM, LIGHT, AND MODERN PHYSICS

Three class hours and one three-hour laboratory period a week. *Credit, four hours.* Mrs. Horner.

Geography

204 ELEMENTS OF PHYSICAL GEOGRAPHY

An introductory survey of man's physical environment, analyzing on a worldwide basis both the elements of weather and climate and the origin and reshaping of major landforms. Offered both semesters. *Credit, four hours.* Mr. Birkin.

205 WORLD REGIONAL GEOGRAPHY

A systematic survey of the major world regions with regard to culture, natural resources, economies, and political ties, and their future position in world trade. Prerequisite: Geography 201 or special permission of the departments concerned. Offered both semesters. *Credit, three hours.* Mr. Birkin.

236 CONSERVATION OF NATURAL RESOURCES

An introductory survey of the use and abuse of soils, minerals, water, forests, public lands, and recreational areas, with emphasis on the evergrowing problem of preservation for future generations. *Credit, three hours.* Mr. Birkin.

368 POLITICAL GEOGRAPHY

A study of the state as a political unit. Geographical analysis of national and international boundaries, the territorial seas, populations, administrative areas, interstate relations, foreign trade, colonies, and international organizations in their relation to the state. A systematic approach, with case studies. *Credit, three hours.* Mr. Birkin.

SCI 764 THE TEACHING OF SCIENCE

See page 89. May not be counted toward a major. *Credit, three hours.*

Additional courses in chemistry and physics are also available at other Cooperating Raleigh Colleges.

A student interested in a joint degree program in chemical engineering with North Carolina State University should contact an adviser within the Chemistry Department during her freshman year.

Students who wish advanced study and research in chemistry and physics should consult with the departmental chairman and arrange for it through the Special Studies options listed on page 80.

EDUCATION

Associate Professor Browde, *Chairman*; Assistant Professors Allred, Calvert, Fracker, and Murray.

Teacher Education

A student may choose teacher certification as a second area of concentration. A major subject in the liberal arts must be selected from the list on page 58. Programs are available for certification as a teacher on the secondary level (grades 7-12); on the intermediate level (grades 4-9); in early childhood (kindergarten - grade 3); and art or music (kindergarten - grade 12). See pages 61-65 for details of major subject selection and teacher education procedures.

Education Courses

Educational Psychology (Education 234) is recommended as the first course in the professional sequence.

234 EDUCATIONAL PSYCHOLOGY

A study of the psychological principles that underlie effective educational practices. Attention is given to developmental processes; individual differences and motivation; learning theory; measurement and evaluation; and teacher behavior. Observation in the public schools may be arranged as a course requirement. *Credit, three hours.* Staff.

345 LITERATURE FOR EARLY CHILDHOOD

A study of the selection and evaluation of literature designed for the young child. Attention will also be given to the appraisal of illustrations in children's books. Block course. *Credit, two hours.* Staff.

347 CHILD GROWTH AND DEVELOPMENT

A study of the growth and development of children through early adolescence. Consideration is given to understanding the behavior of children and related basic psychological processes. Included is an emphasis upon psychological research pertaining to children in the home and school, and practical suggestions for guiding them in their growth and development towards adolescence and adulthood. *Credit, three hours.* Staff.



348 PERSPECTIVES IN EARLY CHILDHOOD EDUCATION

A review of the historical, philosophical, and psychological foundations of early childhood education. Emphasis will also be given to the development of concepts in young children. *Credit, three hours.* Miss Murray.

354 HUMAN GROWTH AND DEVELOPMENT

Early postnatal life, physical growth and development, development of motor abilities, the language and thought of the child and the adolescent, emotional factors in development, parent-child relationships, social education, mental hygiene, and psychosexual development. *Credit, three hours.* Staff.

355 LITERATURE FOR THE INTERMEDIATE GRADES

An intensive historical review of children's literature, both American and European, for grades 4 through 9. Block Course. *Credit, two hours.* Staff.

367 THE SECONDARY SCHOOL

The historical development and a consideration of the place and function of secondary education in our democracy: the organization and administration of the high school curriculum, methods of planning and teaching, qualifications of the high school teacher, student guidance, records, and reports. Block course. *Credit, three hours.* Mr. Fracker.

435 FOUNDATIONS OF AMERICAN EDUCATION

A study of public education from a cultural foundations perspective including an understanding of the American education goal, appreciating the backgrounds leading to the development of this goal, and becoming familiar with the relevant research and literature. Consideration is given to educational organization, finance, administration, and curricula, as well as current issues facing American schools. *Credit, three hours.* Mr. Browde and Mr. Fracker.

439 OBSERVATION AND DIRECTED TEACHING

Designed to give the student teaching experience in the public school. All student teaching is on the block. Student teachers take advanced courses in education for the first eight weeks of the semester; during the last eight weeks, student teachers are in the public school classroom for the entire day. Weekly seminars are arranged. Fee, fifty dollars. *Credit, six hours.* Staff.

Student Teaching Requirements

The following requirements must be met before a student is permitted to register for student teaching.

- A. An overall grade point average of 2.00 or above to have been achieved by the end of the term prior to student teaching.
- B. Observation and participation in the public schools and/or of children and youth in other situations.
- C. Demonstration of competencies established by the Department of Education indicating teaching effectiveness.

D. Current enrollment in or satisfactory completion of all required special method courses.

E. The required physical exam for public school teachers.

F. Filing of an application for student teaching placement with the Department of Education.

444 READING FOR EARLY CHILDHOOD

A study of the techniques and skills needed in the teaching of reading in the primary grades. Emphasis on phonics, development of comprehension, and the use of the newer materials and methods. Block Course. *Credit, two hours.* Mrs. Allred and Mrs. Calvert.

448 EARLY CHILDHOOD PRINCIPLES AND PRACTICES

A course designed to acquaint the prospective teacher with the current approaches to curriculum organization, procedures, and materials essential to the development of programs for young children. Block course. *Credit, three hours.* Mrs. Allred, Mrs. Calvert, and Miss Murray.

454 READING IN THE INTERMEDIATE GRADES

A study of the techniques and skills needed in the teaching of developmental reading in grades 4 through 9; reading in the content areas; principles of remediation. Emphasis on phonics, development of comprehension, and the use of the newer materials and methods. Block Course. *Credit, three hours.* Mrs. Allred and Mrs. Calvert.

457 THE TEACHING OF MATHEMATICS AND SCIENCE

For the intermediate level, grades 4 through 9. Directed observation; units of work developed and evaluated; appropriate audio-visual materials emphasized. Block Course. *Credit, three hours.* Staff.

458 THE TEACHING OF LANGUAGE ARTS AND SOCIAL STUDIES

For the intermediate level, grades 4 through 9. Directed observation; units of work developed and evaluated; appropriate audio-visual materials emphasized. Block Course. *Credit, three hours.* Mrs. Allred and Mrs. Calvert.

466 ADOLESCENT BEHAVIOR

A concentration upon the characteristics, needs, and problems of adolescents, with consideration of the psychological basis of adolescent behavior including measurement procedures and research results. Understanding and guiding adolescents in the classroom is intended by this course. Block course. *Credit, three hours.* Mr. Browde and Mr. Fracker.

Special Methods Courses

Three semester hours of special methods in the field in which one is planning to teach are expected for a secondary certificate; six semester hours may be taken by those who intend to be certified in two fields. Certain other special methods courses are offered for those enrolling in Early Childhood Elementary Education and in Intermediate Elementary Education. In these courses students are introduced to aims, objectives, materials, and techniques of

the teaching fields and levels of the approved teacher education programs. The use of audio-visual materials, lesson planning, practical demonstration, and observation of teaching in the Raleigh and Wake Schools constitute a part of the courses.

The academic departments teach the following methods courses as an integral part of the professional education sequence and they do not carry credit in the academic discipline. Course descriptions are listed in the departmental sections.

- 734 Methods In The Teaching Of Art, *Credit, three hours*
- 744 Methods In The Teaching Of Art, *Credit, three hours*
- 764 The Teaching Of Science, *Credit, three hours*
- 764 The Teaching Of Business, *Credit, three hours*
- 764 The Teaching Of English, *Credit, three hours*
- 764 The Teaching Of Foreign Language, *Credit, three hours*
- 744 Materials And Methods Of Health Education For The Classroom Teacher, *Credit, two hours*
- 754 Current Health Problems And Needs Of Children In Grades 4-9, *Credit, two hours*
- 744 Materials And Methods Of Physical Education For The K-3 Classroom Teacher, *Credit, two hours*
- 754 Materials And Methods Of Physical Education For The Intermediate Grades, *Credit, two hours*
- 764 The Teaching Of History And Social Studies In The Senior High Schools, *Credit, three hours*
- 764 Methods Of Teaching Home Economics, *Credit, three hours*
- 764 Methods Of Teaching Secondary Mathematics, *Credit, three hours*
- 320,321 Teaching Of Applied Music, *Credit, two hours*
- 730 Materials And Methods For Teaching Music in Grades K-6, *Credit, three hours*
- 731 Materials And Methods For Teaching Music in Grades 7-12, *Credit, three hours*
- 744 Music For Young Children, *Credit, three hours*



ENGLISH AND SPEECH

Professor Rose, *Chairman*; Professor Knight; Assistant Professor Page; Instructors Brewer, Jones, Samson, and Truesdale. The department offers a major in English.

Certain clearly defined aims have determined both the individual course offerings and emphasis and the program for majors in the Department of English. In brief, these may be defined as appreciation of human values; skills in expression, both oral and written, including increased ability to think logically and independently, as well as to express those thoughts clearly and effectively; and aesthetic appreciation and enjoyment of great literature which preserves our cultural heritage. It is the hope of the department that courses in both language and literature, committed to such ends, will foster in the student a continuing interest in self-cultivation in these powers of thought, expression, and appreciation.

The study of English as a major may prepare a student for graduate study in this or related fields or for careers in such areas as the following: teaching and school administration; journalism and editorial work; personnel work and counseling; positions in business and research, libraries, museums, churches; free-lance and media writing. A major in English is also highly recommended as pre-professional training for both law and medicine.

Requirements for a Major

Thirty hours in English, including 111, 201, 374 or equivalent, and a seminar. Twelve hours must be selected from 351, 352, 355, 356, 357, 498, and at least six additional hours from courses numbered above the 200's. No credit in English is given for 764. English 202 is strongly recommended for the English major.

English

English 111 is a prerequisite for all other courses in English; English 201 is a prerequisite for all other literature courses in the department.

111 PRINCIPLES OF WRITING

Offered both semesters. *Credit, three hours.* Staff.

201 MAJOR BRITISH WRITERS

Offered both semesters. *Credit, three hours.* Staff.

202 DEVELOPMENT OF ENGLISH LITERATURE

A chronological study to add breadth and further depth to English 201. *Credit, three hours.* Staff.

206 MAJOR AMERICAN WRITERS

Offered both semesters. *Credit, three hours.* Staff.

208 WORLD MASTERPIECES IN TRANSLATION

Credit, three hours. Staff

235 CREATIVE WRITING

Credit, three hours. Mrs. Jones.

351 OLD ENGLISH

Credit, three hours. Miss Knight.

352 CHAUCER

A study of Chaucer's poetry with a few selections from other Middle English writings. Prerequisite: English 351. *Credit, three hours.* Miss Knight.

355, 356 SHAKESPEARE

A study of selected English history plays and "sunny" comedies (355); selected tragedies, "dark" comedies, and late romances (356). Supplementary reading in non-dramatic works of Shakespeare and a few major pieces of criticism. *Credit, three or six hours.* Miss Rose.

357 MILTON SEMINAR

Poetry and selected prose. *Credit, three hours.* Miss Rose.

358 ADVANCED GRAMMAR AND COMPOSITION

Introduction to linguistics; a study of traditional and transformational grammars; the writing of expository papers. *Credit, three hours.* Miss Knight.

359 AMERICAN LITERATURE SEMINAR

Selected topics for study. Prerequisite: English 206 or equivalent. *Credit, three hours.* Mrs. Page.

[364 ENGLISH AND AMERICAN POETRY OF THE TWENTIETH CENTURY]

A study of some of the principal twentieth century English and American poets and their works. Supplementary reading and reports required. *Credit, three hours.* Staff.

365 ENGLISH POETRY OF THE ROMANTIC PERIOD

A study of Wordsworth, Shelley, and Keats, with selections from other poets of the Romantic Period. *Credit, three hours.* Miss Knight.

368 ENGLISH LITERATURE OF THE EIGHTEENTH CENTURY

A study of major works of Swift, Pope, Boswell, and Johnson with additional reading from other authors illustrating the age and significant literary forms. *Credit, three hours.* Miss Rose.

370 ENGLISH AND AMERICAN PROSE OF THE TWENTIETH CENTURY

A study of selected works (drama, novels, short stories, and essays) by twentieth century English and American authors. *Credit, three hours.* Staff.

374 TECHNIQUES OF LITERARY RESEARCH

A directed individual study, including a survey of library resources and research techniques and culminating in a short research paper. Open only to majors. *Credit, one hour.* Staff.

498 SENIOR SEMINAR

Open only to majors in English. *Credit, three hours.* Staff.

764 THE TEACHING OF ENGLISH

See page 89. [Block Course.] May not be counted toward a major. *Credit, three hours.* Mrs. Page.

Speech And Theater**225 FUNDAMENTALS OF SPEECH**

A general speech course designed to introduce the student to the basic elements of good communication. Units on voice and diction, presentation, organization, and communication theory. Offered both semesters. *Credit, three hours.* Mrs. Truesdale.

226 ORAL INTERPRETATION

Emphasis on improving the ability to communicate written material to an audience in a pleasing and understandable manner. Opportunity for the students to take part in a reading program for an audience. *Credit, two hours.* Mrs. Truesdale.

356 PLAY PRODUCTION

Credit, three hours. Mrs. Truesdale.

357 INTRODUCTION TO THEATER

A course designed to introduce the student to the great periods of theatrical art, major plays from these periods, simple theater crafts, and some dramatic theory in order to enrich her enjoyment of life and her understanding of her own existence. *Credit, three hours.* Mrs. Truesdale.

Students who wish advanced study and research in literature, speech, or theater should consult with the departmental chairman and arrange for it through the Special Studies options listed on page 80. Students may elect courses at other Cooperating Raleigh Colleges.



FOREIGN LANGUAGES

Assistant Professor Holt, *Acting Chairman*; Associate Professor Ledford; Assistant Professors Daniell and Galligan; and Instructors Beza, Finlator, Peacock, and Short. The department offers majors in French and Spanish.

The Department of Foreign Languages offers two years of Latin with some advanced work for those who need it, two years of German, and a major in French and Spanish. The department has as its basic objectives the acquisition of a speaking, reading, and writing knowledge of at least one foreign language and the study of foreign civilization and literature in the language as an integral part of a liberal arts education.

Requirements for a Major

Twenty-four hours in foreign languages above 100-101, including 364 and 365. Majors in French or Spanish must include 305 and 306. Majors in Spanish must also include 366 and 367. Foreign language majors are urged to include a second foreign language as a related field. In order to comply with certification requirements, students who plan to teach French or Spanish must take the courses numbered 305 and 306 in the language to be taught. 764 is required of students planning to teach a foreign language and may not be counted toward a major. Advanced courses in literature are open to non-majors. These courses are taught in the language, readings are done in the language, and majors are required to use the language. Some accommodation is made for non-majors in the use of the language.

French

100, 101 ELEMENTARY FRENCH

A study of the French language through analysis, contact, and use. Grammar, readings of appropriate difficulty, and oral emphasis. Open to students who offer fewer than two units for entrance and to students who cannot qualify for French 202, 203. A two-hour lab required where necessary. *Credit, six hours.* Staff.

202, 203 INTERMEDIATE FRENCH

Review of French grammar; introduction of more difficult aspects of the language; readings of appropriate difficulty; practice in the oral and aural skills. Prerequisite: French 100, 101 or a minimum of two units in high school. *Credit, six hours.* Staff.

304 FRENCH CIVILIZATION

A survey of the historical development of France as a nation and as a people, including her contributions to Western culture in the fields of art, religion, and music. *Credit, three hours.* Mrs. Galligan.

[305 ADVANCED CONVERSATION AND PHONETICS]

Required of majors in French. Sophomores admitted by permission only. *Credit, three hours.* Mrs. Galligan.

306 ADVANCED GRAMMAR, COMPOSITION, AND CONVERSATION

Required of majors in French. Sophomores admitted by permission only. *Credit, three hours.* Mr. Holt.

364 FRENCH LITERATURE TO 1800

365 FRENCH LITERATURE FROM 1800 TO PRESENT

Selected readings in the main periods of French literature from the beginnings to the contemporary period, with emphasis on culture and civilization. Prerequisite: French 202-203 or advanced placement. *Credit, six hours.* Mrs. Galligan.

366 FRENCH ROMANTICISM

Credit, three hours. Mrs. Daniell.

367 FRENCH REALISM AND SYMBOLISM

A study of Realism and Symbolism as reflected in various genres. Emphasis on Flaubert and Baudelaire. *Credit, three hours.* Mrs. Daniell.

[368 MODERN FRENCH LITERATURE, 1880-1945]

Credit, three hours. Mrs. Daniell.

[369 CONTEMPORARY FRENCH LITERATURE]

From 1945 to the present. A general study of the main literary movements since 1945. Emphasis on Camus, Sartre and Robbe-Grillet. *Credit, three hours.* Mrs. Galligan.

[394 SEMINAR IN SEVENTEENTH CENTURY]

A literary study of the representatives of French classicism in religious thought, philosophy, and drama, with some reference to their importance in the development of continental European civilization. *Credit, three hours.* Mrs. Daniell.

395 SEMINAR IN EIGHTEENTH CENTURY

The period of the decline of absolutism, the rise of the bourgeoisie, and the development of the rational spirit as shown in the literature of eighteenth-century France with some emphasis on Franco-American relationships. *Credit, three hours.* Mrs. Galligan.

German

100, 101 ELEMENTARY GERMAN

Introduction to the German language through analysis, contact, and use. Grammar, graded readings, and oral emphasis. Open to students who offer fewer than two units for entrance and to students who cannot qualify for German 202, 203. *Credit, six hours.* Mr. Finlator.

202, 203 INTERMEDIATE GERMAN

Review of German grammar; introduction of more difficult aspects of the language; readings of appropriate difficulty; practice in the oral and aural skills. Prerequisite: German 100, 101 or a minimum of two units in high school. *Credit, six hours.* Mr. Finlator.

Latin

100, 101 ELEMENTARY LATIN

A course for beginners entailing the fundamentals of the

language. *Credit, six hours.* Miss Short.

202, 203 INTERMEDIATE LATIN

An intermediate course in Latin designed to prepare the student for work with the more difficult authors. Grammar review, readings from Cicero and Virgil. *Credit, six hours.* Miss Short.

364, 365 ROMAN LITERATURE AND CIVILIZATION

A survey of Latin literature and civilization with emphasis on representative writers. Translation of the prose of Livy, Pliny, the poetry of Horace. Prerequisite: Latin 202-203 or advanced placement. *Credit, six hours.* Miss Short.

366, 367 ADVANCED LATIN READING

Authors studied to be selected by instructor—after consultation with the pre-registered students. **MAY BE TAKEN ON MULTIPLE OCCASIONS.** Prerequisite: Latin 364, 365 or instructor's permission. *Credit, six hours.* Miss Short.

366, 367 SPANISH-AMERICAN LITERATURE AND CIVILIZATION

A study of representative works of Spanish-American literature, particularly as they reflect the history and civilization of the nations concerned. Alternates with Spanish 364, 365. *Credit, six hours.* Mr. Ledford.

368 MODERN SPANISH DRAMA

Open to seniors and to others by special permission. Alternates with Spanish 369. *Credit, three hours.* Mr. Ledford.

[369 MODERN SPANISH NOVEL]

The modern Spanish novel, beginning with Fernan Caballero. Open to seniors and to others by special permission. Alternates with Spanish 368. *Credit, three hours.* Mr. Ledford.

[494 SEMINAR IN CERVANTES AND THE GOLDEN AGE OF SPAIN]

Open to juniors by special permission. *Credit, three hours.* Mr. Ledford.

764 THE TEACHING OF FOREIGN LANGUAGE

See page 89. May not be counted toward a major. *Credit, three hours.*

Students desiring study abroad may obtain appropriate credit either by summer study or a year abroad in affiliation with an approved institution.

Advanced German not taught at Meredith is available at North Carolina State University and Shaw University. Russian is available at St. Augustine's, North Carolina State, and Shaw. Italian is offered at North Carolina State University. Students desiring additional work in French and Spanish not offered at Meredith may enroll in courses offered through the program of inter-institutional cooperation.

Students who wish advanced study in any of the foreign languages should consult with the departmental chairman and arrange for it through the Special Studies options listed on page 80.

Spanish

100, 101 ELEMENTARY SPANISH

Introduction to the Spanish language through analysis, contact, and use. Grammar, graded readings, and oral emphasis. Open to students who offer fewer than two units for entrance and to students who cannot qualify for Spanish 202, 203. *Credit, six hours.* Staff.

202, 203 INTERMEDIATE SPANISH

Review of Spanish grammar; introduction of more difficult aspects of the language; readings of appropriate difficulty; practice in the oral and aural skills. Prerequisite: Spanish 100, 101 or a minimum of two units in high school. *Credit, six hours.* Staff.

304 SPANISH CIVILIZATION

A survey of the historical development of Spain as a nation and as a people, including her contributions to Western thought in the fields of art, religion, and music. Taught alternately with Spanish 494. *Credit, three hours.* Mr. Ledford.

305 ADVANCED COMPOSITION AND CONVERSATION

Required of majors in Spanish. Sophomores admitted by permission only. *Credit, three hours.* Mrs. Peacock.

306 PHONETICS AND CONVERSATION

Required of majors in Spanish. Sophomores admitted by permission only. *Credit, three hours.* Mrs. Peacock.

[364 SPANISH LITERATURE TO 1800]

[365 SPANISH LITERATURE FROM 1800 TO PRESENT]

A study of the more important works of Spanish literature, particularly as they reflect Spanish life and culture. Alternates with Spanish 366, 367. Prerequisite: Spanish 202-203 or advanced placement. *Credit, six hours.* Mr. Ledford.



HEALTH, PHYSICAL EDUCATION, AND RECREATION

Associate Professor Massey, *Chairman*; Assistant Professor Allen; Instructors Crigler, Farrell, Ferguson, and Stevens; Huggins, *Director of Equitation*.

Through the study of health and physical education the student gains a greater knowledge and appreciation of her physical self. By focusing on the lifetime sports, we provide a student many opportunities to develop interest and skills in activities which she will be able to pursue throughout life. For the highly skilled students who desire the challenges provided by a high level of competition, we have a program of intercollegiate athletics which includes both individual and team sports.

Theory: Health

101 CONTEMPORARY HEALTH ISSUES

A fundamental course in the principles and problems of personal hygiene. Includes discussions based upon student health problems and interests and instruction based upon today's health problems of college students. Two class hours a week for one semester. Offered both semesters. *Credit, one hour.* Miss Farrell.

744 MATERIALS AND METHODS OF HEALTH EDUCATION FOR THE CLASSROOM TEACHER

A course designed to furnish prospective K-3 teachers with information and ideas to be of help in planning, teaching, and evaluating classroom health instruction. Opportunities for lesson planning and teaching of health in the K-3 grade levels. *Credit, two hours.* Miss Farrell.

754 CURRENT HEALTH PROBLEMS AND NEEDS OF CHILDREN IN GRADES 4-9

A course designed to provide factual information and a general understanding of health needs of this age group. Special emphasis on developing and strengthening better attitudes toward health. Familiarizing prospective teachers with current trends and problems associated with grades 4-9, such as sex education, alcohol, drugs, and safety. *Credit two hours.* Miss Farrell.

Theory: Physical Education

744 MATERIALS AND METHODS OF PHYSICAL EDUCATION FOR THE K-3 CLASSROOM TEACHER

A course designed to prepare the prospective K-3 classroom teachers for teaching physical education at these age levels. Opportunities for observation, lesson planning, teaching and evaluating physical education in these grades. *Credit, two hours.* Mrs. Massey.

754 MATERIALS AND METHODS OF PHYSICAL EDUCATION FOR THE INTERMEDIATE GRADES

A course designed to prepare the prospective teacher in the

intermediate grades for teaching physical education. Opportunities for observation, lesson planning, teaching and evaluating physical education in grades 4-9. *Credit, two hours.* Mrs. Massey.

Activity: Physical Education and Recreation

Each student is required to take four semesters of physical education (four credit hours). She may choose from any of the activities offered; however, non-swimmers are strongly encouraged to take beginning swimming during one of the four semesters. After a student has met her requirement (four credit hours), she may elect physical education for one semester hour credit each semester up to a maximum of four additional credit hours.

A student may repeat a course at the same level only with special permission granted by the departmental chairman and upon recommendation from her previous instructor.

Regulation gym suits are required for class and may be purchased from the Meredith Supply Store.

All activity courses carry *one credit hour* per semester. Pass-Fail grading only. (See p. 75 for exception.)

Aquatics

- 110 Swimming I - for non-swimmers.
- 210 Swimming II - must be able to swim in deep water.
- 311 Advanced Life Saving - for strong swimmers to qualify for Red Cross Advanced Life Saving Certificate.
- 312 Water Safety Instructor - Prerequisite: current Red Cross Advanced Life Saving Certificate.
- 113 Synchronized Swimming I - fundamentals including stunts, stroke variations and choreography; must be a strong swimmer and know basic strokes.
- 313 Synchronized Swimming II - Performing Group; advanced skills with emphasis on show production. Prerequisite: P. E. 113 or equivalent plus try out.



Conditioning

- 120 Conditioning - includes jogging and activities for muscle tone, weight and figure control.

Equitation*

The equitation program at Meredith is designed to offer basic instruction to beginning and intermediate riders. Skill for lifetime recreation is the aim of the instruction at both levels.

Advanced riders may arrange with the Director of Equitation to utilize Meredith facilities for their individualized needs. Boarding facilities are available for a fee (see page 32). Before being permitted to ride a student must sign the release form available in the business office.

- 130 Equitation I (Beginner) - balance seat:
 230 Equitation II - Prerequisite: P.E. 130 or equivalent.
 330 Equitation III - Prerequisite: P.E. 230 or equivalent.
 131 Equitation I (Beginner) - saddle seat
 231 Equitation II - Prerequisite: P.E. 131 or equivalent.
 331 Equitation III - Prerequisite: P.E. 231 or equivalent.

Individual Sports

- 140 Archery
 141 Badminton I (Beginner)
 241 Badminton II - Prerequisite: P.E. 141.
 142 Bowling I* - (taught at Western Lanes).
 242 Bowling II* - Prerequisite: P.E. 142 or equivalent.
 143 Golf I*
 243 Golf II - Prerequisite: P.E. 143 or equivalent
 144 Gymnastics I - must be able to do forward roll and support body weight on hands.
 244 Gymnastics II - Prerequisite: P.E. 144 or consent of instructor.
 344 Gymnastics III - Prerequisite: P.E. 244.
 146 Tennis I (Beginner)
 246 Tennis II - Prerequisite: P.E. 146 or equivalent.
 346 Tennis III - Prerequisite: P.E. 246 or equivalent.
 147 Snow Skiing* - taught between semesters (French Swiss Ski College, Boone, North Carolina).

Rhythmic Activities

- 151 Ballet
 152 Folk and Square Dance

- 153 Modern Dance I

- 253 Modern Dance II - Prerequisite: P.E. 153 or equivalent.

- 353 Modern Dance - Performing Group.

Team Sports

- 161 Basketball
 163 Softball
 164 Volleyball

Varsity Sports

(Intercollegiate competition)

A physical examination immediately preceding sports season is required.

- 470 Badminton
 471 Basketball
 473 Swimming
 474 Tennis
 475 Volleyball
 476 Gymnastics

Students who wish special, individual, or group study in Health, Physical Education, or Recreation should consult with the departmental chairman and arrange for it through the Special Studies options listed on page 80.

Students may elect courses at other Cooperating Raleigh Colleges.



*Special fee.

HISTORY AND POLITICAL SCIENCE

Professor Lemmon, *Chairman*; Professors Burris and F. Grubbs; Associate Professors Gates; Assistant Professors C. Grubbs and Parramore. The department offers majors in history, American civilization, non-western civilizations, and political studies.

Knowledge of the past and its interpretation is a tool which can be used to understand the present, to aid in planning for the future, and to broaden the mind. Persons in every place and time have made contributions to the development of mankind and today's citizens should be well informed as to local, national and international problems and alternative solutions. The study of history and political science develops the broad outlook essential for a truly educated and productive citizen. Each person has a responsibility to contribute to the solution of mankind's most difficult problems and the study of history and political science has major contributions to make toward achieving a better destiny for all.

Requirements for a Major In History

A major in history consists of twenty-seven hours, chosen from at least two fields (as American, European, Asian), including one course numbered 100, one course numbered 200, 334, and a seminar in history. Major professor, Miss Lemmon.

Requirements for a Major In American Civilization

A major in American civilization consists of thirty-six hours, with a minimum of eighteen hours in American history, including 334 and a seminar in history, and a minimum of fifteen hours of courses related to the American experience selected in consultation with the major adviser from disciplines other than history. Students planning to teach should also elect six hours chosen from European and/or Asian fields. Major professor, Mr. Grubbs.

Requirements for a Major In Non-Western Civilizations

A major in non-western civilizations consists of thirty-six hours, with a minimum of eighteen hours in history, including 325, 334, and a seminar in history, and also nine hours selected from History 100, 200, and non-western courses; and a minimum of fifteen hours in related fields such as anthropology, political science, economics, geography, religion, fine arts. Students planning to teach should also elect six additional hours in American history. Major professor, Mrs. Gates.

Requirements for a Major In Political Studies

A major in political studies is a multi-disciplinary major with a political science core. Requirements include thirty-six credit hours with 18-21 hours in political science, including individual research and a seminar in scope and methods, and 15-18 hours in related fields such as sociology, economics, religion, philosophy, psychology, and history. The choice of courses in related fields must be approved by the Director of the Political Studies Program.

Course sequences are available in museology and in historical restoration and preservation. Special attention is also given to preparation for law and paralegal assistant schools, for government positions, and for public relations careers.

History

100 AN INTRODUCTION TO HISTORY

An introduction to the major themes that have influenced the development of man in society throughout his history. Political, socio-economic and intellectual forces which have shaped today's world will be considered. *Credit, three hours.* Staff.

200 A SURVEY OF MODERN EUROPEAN HISTORY

Europe from 1500 to the present. The Renaissance, the Reformation, the Age of Revolutions, the rise of forces and theories of the 19th century, and the implications of these forces in the crises of the 20th century will be emphasized. *Credit, three hours.* Staff.

214 AMERICAN HISTORY TO 1876

Emphasis on the period since the Revolution. *Credit, three hours.* Staff.

215 AMERICAN HISTORY SINCE 1876

Emphasis on the twentieth century. *Credit, three hours.* Staff.

224 INTRODUCTION TO NON-WESTERN CIVILIZATIONS

Brief investigations of Middle East, African, East and South Asian civilizations, with emphasis on cultural patterns as differing from western civilization. *Credit, three hours.* Mrs. Gates.

231 AN INTRODUCTION TO MUSEOLOGY

A survey of types of services offered by historical museums, and the philosophy behind them. Visiting speakers and field trips. Prerequisite to a museum internship. *Credit, one hour.* Staff.

232 AN INTRODUCTION TO ARCHEOLOGY AND RESTORATION

The general nature and the tools of archeology and its use in restoring historic sites and buildings. A prerequisite for internships in archeology and historic sites. *Credit, one hour.* Staff.

233 RESEARCH IN LOCAL AND FAMILY RECORDS
Techniques of research in archival records for both the lay person and the prospective historian. Some emphasis on genealogy. *Credit, one hour.* Staff.

304 ANCIENT CIVILIZATIONS
A study of the cultural and historical characteristics of the earliest civilizations, with special emphasis on the Greek and Roman periods. *Credit, three hours.* Mrs. Grubbs.

305 EUROPEAN INTELLECTUAL HISTORY
An inquiry into European thought since the mid-eighteenth century. *Credit, three hours.* Mr. Parramore.

306 THE SOVIET UNION IN THE TWENTIETH CENTURY
A study of the political, social, and cultural development of the Soviet Union since the 1917 Revolution, with special emphasis on its international role. *Credit, three hours.* Mrs. Grubbs.

307 MAIN CURRENTS OF MODERN EUROPEAN HISTORY
Inquiry into the present European situation and its historical roots. *Credit, three hours.* Mr. Parramore.

314 COLONIAL AMERICAN CULTURE (1000-1783)
A study of the Colonial origins of American institutions; Colonial society, the racial make-up of the Colonies; and the Revolutionary Period. *Credit, three hours.* Mr. Grubbs.

315 SOCIAL AND INTELLECTUAL HISTORY OF THE UNITED STATES, 1815-1914
A critical analysis of the growth of American national characteristics, transcendentalism and pragmatism, the impact of science and religion on American thought, and the ideologies of reform. *Credit, three hours.* Miss Lemmon.

316 HISTORY OF THE SOUTH
A topical study of the South with emphasis on the nineteenth century. *Credit, three hours.* Miss Lemmon.

317 HISTORY OF ECONOMIC THOUGHT
See Economics 324. May count as credit in history by students except business and economics majors. *Credit, three hours.*

318 AMERICAN FOREIGN AFFAIRS IN THE TWENTIETH CENTURY
The development of American foreign policy, its history, problems, and future course as related to Europe, Asia, and South America. *Credit, three hours.* Mr. Grubbs.

324 HISTORY OF SOUTH ASIA
Emphasis on India and Pakistan, with some consideration of their cultural and political relations with China. *Credit, three hours.* Mrs. Gates.

325 ASIAN CIVILIZATION
A multidisciplinary course cooperatively taught by lecturers in anthropology, economics, geography, religion, fine arts, and history. *Credit, three hours.* Coordinator, Mrs. Gates.

334 METHODS OF HISTORICAL RESEARCH
Investigation of uses of manuscripts, public documents, and other types of primary source materials; field trips to nearby archives; analysis and organization of materials. Research paper required. Offered both semesters. *Credit, three hours.* Staff.

499 SENIOR SEMINAR
Recommended that students have had research experiences before registering for the seminar. *Credit, three hours.* Staff.

SST 764 THE TEACHING OF HISTORY AND SOCIAL STUDIES IN THE SENIOR HIGH SCHOOLS
Required for secondary teacher certification. May not be counted toward a major. *Credit, three hours.* Mrs. Grubbs.

Political Science

CAPITAL CITY SEMESTER
The Capital City Semester, an intercollegiate program of intensive seminar and research experience in North Carolina government and politics, will be offered from time to time. Participants will meet downtown on Tuesdays and Thursdays for seminar sessions with speakers who are involved in state government-related activities. Special research projects, field trips, and individual observation projects are also part of this program. Six hours of seminar credit and three hours of research credit are granted for participation in this program.

PSC 100 AMERICAN POLITICAL SYSTEM
An introduction to each level of American government, local, state, and national, with emphasis on their interrelationships. *Credit, three hours.* Staff.

PSC 204 MODERN POLITICAL SYSTEMS
An introduction to the theory and practice of government in major contrasting political systems. Liberal democratic, communist, and developmental systems are considered, with major focus on Great Britain, China, and at least one developing nation. *Credit, three hours.* Staff.

PSC 300 POLITICAL PARTIES AND PRESSURE GROUPS
A study of the organization and practices of American parties and pressure groups. Included will be the study of campaigns and elections, lobbying and other pressure group processes, and an evaluation of pressure groups as mediating agencies for individual participation and for social change in the United States. *Credit, three hours.* Staff.

PSC 301 THE CONSTITUTION AND THE RIGHTS OF AMERICANS
The law and practice of constitutional interpretation. The course includes consideration of the role of the Supreme Court as a judicial and political force in American government, and consideration of the uses of law as an agent for social change. Emphasis will be on the interpretation of civil

liberties and civil rights guarantees. *Credit, three hours.* Staff.

PSC 302 STATE AND LOCAL POLITICS IN THE UNITED STATES

Processes and policies related to state and local government and politics. Included will be the study of federalism, inter-governmental relations, state powers, urban politics and problems, and processes and influences in state politics. This course will not be offered in those years when the Capital City Semester program is offered. *Credit, three hours.* Staff.

PSC 334 DIRECTED INDIVIDUAL RESEARCH

Required of all political studies majors. Capital City Semester students do their research as part of the total program. Other students may work out research proposals with the Director of the Political Studies Program. See History 334. *Credit, three hours.* Staff.

PSC 350 SELECTED TOPICS IN POLITICAL STUDIES

Unitary or modular presentation of important topics related to politics and government. Possible inclusions would be: the politics of justice, political theory, the American presidency, the politics of social policies, and the politics of particular countries or world areas. *Credit, one to four hours.* May be taken on multiple occasions. Staff.

PSC 374 INTRODUCTION TO RESEARCH

See Sociology 374 for description (p. 111).

PSC 400 SEMINAR OR READINGS IN SCOPE AND METHODS OF POLITICAL SCIENCE

An exploration into (a) the scope of political science study in historical and contemporary times, (b) philosophy and varieties of political science. *Credit, one hour.* Staff.

Courses are also available at Cooperating Raleigh Colleges in African, Far Eastern, French, German, and Middle Eastern history, and in advanced topics in political science.

Students who wish advanced study or research in history or political science should consult the departmental chairman and arrange for it through the Special Studies options listed on page 80.



HOME ECONOMICS

Assistant Professor Stuber, *Chairman*; Instructors Allred and Friedrich.

The department offers a multi-faceted major for students earning either a Bachelor of Arts or a Bachelor of Science degree. A versatile program in home economics provides a broad liberal arts education, preparation for a profession and service to community, enriched home and family living, and personal fulfillment.

Requirements for a Major

BACHELOR OF ARTS

Thirty hours in home economics, including 114, 124, 326, 335, 374, and 455 are required for all majors.

BACHELOR OF SCIENCE

Thirty hours in home economics, including 114, 124, 326, 335, 374, 418, 427, and 455. Twenty-two semester hours in related subjects, including Chemistry 111 and 112; Biology 101 and 102; and six semester hours selected from courses in mathematics, physics, chemistry, or biology (microbiology, organic chemistry, and genetics recommended).

Students majoring in home economics may earn teacher certification in any of the following areas: K-3, 4-9, or secondary education.

114 ART IN COSTUME

The application of art principles to clothing selection and costume design. Emphasis on personal appearance. Offered fall semester only. *Credit, one hour.* Staff.

115 BEGINNING CLOTHING CONSTRUCTION

Basic principles of clothing construction using commercial patterns. Introduction to occupational clothing. Two lectures and four hours of laboratory. *Credit, three hours.* Staff.

124 INTRODUCTORY FOODS AND COOKERY

Food selection and preparation. Two lectures and four hours of laboratory. *Credit, three hours.* Mrs. Friedrich.

216 TAILORING

Advanced techniques in clothing selection, fitting, and construction. Application of management and decision making to problems in tailoring. Prerequisite: Home Economics 114 and 115 or proficiency. One lecture and five hours of laboratory. Offered fall semester only. *Credit, three hours.* Staff.

225 ADVANCED FOOD AND COOKERY

A study of the principles and processes in the preparation and preservation of food, and a consideration of the time and money values involved. Prerequisite: Home Economics 124 or special permission of the departmental chairman. Two lectures and four hours of laboratory. Offered fall semester only. *Credit, three hours.* Mrs. Friedrich.

234 CHILD DEVELOPMENT

A study of the behavior and development of pre-school

children. Observation of and participation in the care and guidance of a group of pre-school children at the Raleigh Pre-School. Introduction to occupations. Two lectures and three hours of laboratory. *Credit, three hours.* Mrs. Stuber and Mrs. Hopfenberg.

244 INTERIOR DESIGN

A course to familiarize the student with historical and contemporary home furnishings and decoration. A study of house planning, including floor plans, site, cost, legal matters, and landscaping. Studio problems in interior design. Six hours a week. (Also offered as Art 244.) *Credit, three hours.* Mrs. Allred.

317 FLAT PATTERN DESIGN

Fundamental principles of pattern modification and development by the flat pattern method. Interrelated factors in fitting and flat pattern design. Prerequisite: Home Economics 114 and 115 or 216. One lecture and five hours of laboratory. Offered spring semester only. *Credit, three hours.* Staff.

326 MEAL MANAGEMENT

A course designed to apply the principles of nutrition and cookery to the planning, preparation, and service of meals of various types and costs, with special emphasis on consumer buying practices and their relation to the food budget. Introduction to occupational foods. Prerequisite: Home Economics 124. Two lectures and four hours of laboratory. *Credit, three hours.* Mrs. Friedrich.

335 MARRIAGE AND FAMILY RELATIONSHIPS

A functional course designed to help the student achieve an understanding of personality backgrounds, processes of mate selection, courtship, and marital adjustment as related to successful marriage and family living. *Credit, three hours.* Mrs. Stuber.

345 HOUSEHOLD EQUIPMENT

The selection, care, and use of common types of household equipment. Offered fall semester only. *Credit, three hours.* Staff.

347 CHILD GROWTH AND DEVELOPMENT

See Education 347. *Credit, three hours.*

355 HOME MANAGEMENT THEORY AND CONSUMER EDUCATION

Use of human and material resources to promote individual and family development. Emphasis on management of resources including time, energy, money, and materials. Problems in consumer buying and money management. *Credit, two hours.* Staff.

365 OCCUPATIONAL HOME ECONOMICS

Inquiry into entry level employment, job opportunities and associated skill requirements related to Home Economics. Includes field experience. Two lectures. *Credit, two hours.* Staff.

374 CONSUMER ECONOMICS

See Economics 374. *Credit, three hours.* Mrs. Simmons.

418 TEXTILES

Textiles from raw materials through manufacturing and finishing of fabrics from the consumer viewpoint. Offered spring semester only. *Credit, three hours.* Staff.

427 NUTRITION

Elementary principles of nutrition with practical application in planning diets for normal families. Offered spring semester only. *Credit, three hours.* Mrs. Friedrich.

446 HOUSEHOLD FURNISHINGS LABORATORY

An opportunity to develop some skill in designing window treatments and bedspreads and in refinishing and reupholstering furniture. Introduction to occupations. *Credit, three hours.* Mrs. Allred.

455 HOME MANAGEMENT — RESIDENCE

Prerequisite or parallel: Home Economics 355 (home management). Residence in Ellen Brewer House. *Credit, three hours.* Staff.

764 METHODS OF TEACHING HOME ECONOMICS

May not be counted toward a major. *Credit, three hours.* Mrs. Stuber.

Students who wish advanced study in home economics should consult with the departmental chairman and arrange for it through the Special Studies options listed on page 80.



MATHEMATICS

Associate Professor Davis, *Chairman*; Associate Professor Preston; Instructors Bouknight, Spooner, and Taylor. The department offers a major in mathematics (A.B. or B.S.).

Requirements for a Major

BACHELOR OF ARTS

The Bachelor of Arts in mathematics gives a good background in mathematics and allows electives in a wide range of academic interests. Teacher certification at all levels can be obtained with this degree.

Twenty-four hours in mathematics above the one hundred level, including 211, 212, 220, 313, and 321. Mathematics 499 is recommended. The department *requires* the major to include at least six hours in the area of the natural sciences. Chemistry 111, 112 or Physics 221, 222 are recommended.

BACHELOR OF SCIENCE

The Bachelor of Science in mathematics requires greater depth in the mathematics discipline and in areas closely related to the mathematics field. This is important for graduate study in mathematics and related fields.

Thirty-three hours in mathematics above the 100 level, including 211, 212, 220, 313, 321, 410, 411 and either 499, independent study, or directed individual study. The department *requires* the major to include Chemistry 111; Physics 221, 222; five courses chosen from the areas of natural science, accounting, economics (not offered to satisfy area distribution requirements), computer science or statistics. (For the student with career interest in mathematics related to the biological or life sciences, Biology 101 may be substituted for Chemistry 111 upon consultation with the departmental chairman.)

SPECIAL PROGRAMS

A student may combine liberal arts study at Meredith with specialized work at North Carolina State University through a cooperative arrangement. The programs are individually designed by faculty advisers from each campus with approval of the respective academic deans. A program may result in a second degree from North Carolina State University in addition to the degree from Meredith. Examples of programs include work in the School of Engineering and in the Departments of Computer Science and Biomathematics. Other fields of study can be pursued on an individual basis. Under the Cooperating Raleigh Colleges Program, the work done at North Carolina State University may begin as early as the sophomore year with as many as three courses per year available.

Requirement for Certification

For non-mathematics majors: 100 is required at the early childhood level, 100 and 110 are recommended at the intermediate level, and any three hours of math at the secondary level.

For mathematics majors: 100 is not recommended for any mathematics major. The mathematics requirement is satisfied by the courses in the major. Students wishing to teach secondary mathematics must have credit for 334 and must have a total of thirty hours of credit in mathematics, including the one hundred level. Courses in probability and computer science are strongly recommended.

Advanced Placement In Mathematics

Upon entering Meredith, a student may be placed in 100, 110, 211, or 212 depending upon her high school record, scores from the mathematics section of the Scholastic Aptitude Test, and her performance on a departmental placement test. Each year during orientation, the department gives tests in algebra, trigonometry, and introductory calculus; and if satisfactory scores are attained, credit will be given for the appropriate courses. Also, any student enrolled in an advanced placement mathematics course in her senior year may request placement in 212 with credit for 211 upon presentation of satisfactory scores on the proper examination.

FOUNDATIONS

100 FUNDAMENTAL CONCEPTS OF MATHEMATICS

Includes set theory, numeration systems, abstract mathematical systems, metric and non-metric geometry, elementary number theory, and the development of the real number system. May not be counted toward a major. *Credit, three hours.* Staff.

ANALYSIS

110 ELEMENTARY FUNCTIONS

Includes the definition of function and the algebra of functions, polynomial and rational functions, exponential functions, logarithmic functions, trigonometric functions, and functions of two variables. May not be counted toward a major. *Credit, three hours.* Staff.

211 INTRODUCTORY CALCULUS

Introduces the ideas of derivatives and integrals with their principal interpretations and interrelations and develops the similar techniques of differentiation and integration for the elementary functions studied in Mathematics 110. *Credit, three hours.* Staff.

212 MATHEMATICAL ANALYSIS I

A continuation of the calculus of functions of one variable and an introduction of multivariable calculus. Prerequisite: Mathematics 211. *Credit, three hours.* Staff.

313 MATHEMATICAL ANALYSIS II

A continuation of 212 with a study of the theory and techniques of the calculus. Prerequisite: Mathematics 220. *Credit, three hours.* Staff.

410, 411 ADVANCED CALCULUS I AND II

Includes the real numbers, complex numbers, set theory,

metric spaces, Euclidean spaces, continuity, differentiation, the Riemann-Stieltjes integral, and series. Mathematics 410 offered spring semester only. Mathematics 411 offered fall semester only. Prerequisite: Mathematics 313. *Credit, three hours each semester.* Mr. Davis.

ALGEBRA

220 LINEAR ALGEBRA

A study of vector spaces and linear transformation, matrices, and determinants. Prerequisite: Mathematics 211. *Credit, three hours.* Staff.

321 MODERN ABSTRACT ALGEBRA

A study of general algebraic systems beginning with the set and proceeding through groups, rings, and fields. Prerequisite: junior standing. *Credit, three hours.* Mrs. Spooner.

GEOMETRY

334 MODERN COLLEGE GEOMETRY

Designed to differentiate and compare metric and non-metric absolute and Euclidean geometry with emphasis given to the metric approach. Also, an introduction to hyperbolic geometry, one of the non-Euclidean geometries. Prerequisite: four semesters of math above one hundred level. Offered spring semester only. *Credit, three hours.* Mrs. Taylor.

STATISTICS

245 BASIC STATISTICS

A general introduction to descriptive and inferential statistics for the non-math major. Includes elementary probability, frequency distributions, sampling distributions (F , t , chi-squared), estimation of population parameters, confidence intervals, significance tests, analysis of variance, correlation and regression analysis, and goodness-of-fit. Credit will not be allowed for both Mathematics 245 and Psychology 200. Credit will not be allowed for both Math 245 and Math 341. *Credit, three hours.* Mrs. Preston.

340 INTRODUCTION TO PROBABILITY AND STATISTICS

Includes probability as a mathematical system, random variables and their distributions, limit theories and topics in statistical inference. Prerequisite: Mathematics 211. Offered fall semester only. *Credit, three hours.* Mrs. Bouknight.

341 ADVANCED PROBABILITY AND STATISTICS

A study of statistical theory and inference from data. Includes estimation, decision theory, testing hypotheses, relationships in a set of random variables. Prerequisite: Mathematics 340. Offered spring semester only. *Credit, three hours.* Mrs. Bouknight.

APPLIED MATHEMATICS

345 INTRODUCTION TO DIFFERENTIAL EQUATIONS

First order equations, applications, linear equations of

higher order, applications to mechanical and electrical systems, Laplace transforms, series solutions. Prerequisite: Mathematics 212. *Credit, three hours.* Staff.

MISCELLANEOUS

499 SEMINAR IN ADVANCED MATHEMATICS

Prerequisite: senior standing. *Credit, three hours.* Staff.

764 METHODS OF TEACHING SECONDARY MATHEMATICS

May not be counted toward a major. Offered spring semester only. *Credit, three hours.* Mrs. Bouknight.

Courses are also available at North Carolina State University under the interinstitutional cooperation plan in theory of equations, intermediate and advanced differential equations, history of mathematics, boundary value problems, numerical analysis, computer science, and statistics.

Students who wish advanced study and research in mathematics should consult with the departmental chairman and arrange for it through the Special Studies options listed on page 80.



MUSIC

Associate Professor David Lynch, *Chairman*; Professors Donley, Poister, and Pratt; Assistant Professors Clyburn, Garriss, Haeseler, and Hardison; Instructor Sullivan; Special Instructors Bass, Beyer, Daugherty, Farrington, Gilmore, Goode, Gorski, Long, Marilyn Lynch, Magrath, Mann, Marx, Nielson, Schlageter, Schmidt, Southwick, and Wencel.

The department offers majors in music (A.B.), music education and applied music (Mus. B.).

Audition

Students wishing to major in any branch of music must demonstrate to the music faculty that their talent and training are such that they are qualified to carry on the work. An audition and personal interview with members of the music faculty are prerequisites for admission into a music program; in some cases, a tape recording may be sent in lieu of an audition.

Requirements for a Major

BACHELOR OF ARTS

The Bachelor of Arts in music is intended for the student who wishes music to be part of a total liberal arts program or for the student who may wish to do graduate study in musicology, music history, or composition. It is a non-professional, non-performance degree; it is not intended to prepare the student for a graduate program in applied music. Some students pursuing the A.B. in music also obtain the Early Childhood teaching certificate; some, a second major in religion as preparation for church music or other ministry.

The candidate for the degree of Bachelor of Arts with a major in music must fulfill the same requirements as candidates for the degree with majors in other fields (pages 56-57). The student must take at least 76 semester hours in liberal arts and science subjects other than music—44-56 hours in prescribed subjects and area distribution requirements (pages 56-57), and 20-32 hours in electives. The student must take at least 48 hours in music as follows:

Music courses	29
Theory 100, 101, 202, and 203	16
Introduction to Music 214	3
History of Musical Styles and Structures 315, 316	8
Seminar 494	2
Applied music and electives	19
Minimum in applied music	8
Electives	11
(Applied music, music literature, theory, music education, or ensemble)	

BACHELOR OF MUSIC

The four-year Bachelor of Music degree with a major in either music education or applied music seeks to produce competent, practical musicians who are well versed in the liberal arts.

The major in music education leads to a K-12 public school teaching certificate in music, and it also prepares a student for private school teaching and for graduate work in music therapy. A major in applied music may prepare a student for private studio teaching; church music; performance; and, after graduate work, college teaching. The study of music in all of the programs, including the A.B. in music, may also prepare the student for specialized study leading to music library certification and for various types of work related to the music industry.

Requirements for the degree as outlined below are planned with this aim.

LIBERAL ARTS AND SCIENCES 44-46

Prescribed subjects

English composition 3

A three-hour course in major British authors 3

Foreign language 0-12

Each student will be required to demonstrate a proficiency in one language comparable to that attained by the end of her first college year of the language except that applied music majors in voice must attain proficiency at that level in two of the following: French, German, or Italian.

Religion 6

A six-hour introduction to the Old and

New Testaments or

A three-hour introduction to Biblical literature and one advanced three-hour course

Physical education 4

Area distribution requirements in addition to prescribed subjects

Subjects in natural sciences and mathematics area 3-4

Subjects in social sciences area 5-18*

Electives in subjects other than music 5-18*

Music courses.....27

 Theory 100, 101, 202, and 203.....16

 Introduction to Music 214..... 3

 History of Musical Styles and Structures

 315, 316 8

 Keyboard proficiency

Additional Requirements for Applied Music Major

REQUIREMENTS FOR A MAJOR IN

APPLIED MUSIC 5/3/3

Music Literature 215, 216 2

Teaching of Applied Music 320, 321 4

Seminar 494 2

Electives in music 15**

At least 6 hours must be music courses; no more than 9 hours may be applied music.

Organ majors must take Counterpoint 300, 301, and Service Playing 305, 306.

* Music education majors should keep in mind that North Carolina teacher certification requirements specify the following areas:
Social sciences—6 hours (to total 12 including history and at least 2 of the following: anthropology, economics, geography, political science, and sociology).
Natural sciences—3-8 (to total 6-8 hours)
Mathematics —0-3 (to total 3 hours)

** A maximum of 4 hours credit for ensemble will be counted toward the 124 hours minimum required for graduation.

Applied Music	30
A minimum of 24 hours must be in principal applied study, four in secondary applied study (ies),* and two in Ensemble.	

Additional Requirements for Music Education Major

REQUIREMENTS FOR A MAJOR IN MUSIC EDUCATION	53
Education 234	3
Materials and Methods for Teaching Music in Grades K-6 Ed. 730 Mus.	3
Materials and Methods for Teaching Music in Grades 7-12 Ed. 731 Mus.	3
Education courses according to needs of student	6
Education 439	6
Orchestration 304	2
Applied Music	30
Including the following 12 hours and proficiencies:	
Winds and Percussions 224, 225	4
Strings 226, 227	4
Conducting 420, 421	4
Non-singers—proficiency of freshman voice	
Non-pianists—proficiency of freshman piano	
Principal applied—sufficient to make 4 appearances on student recitals and a partial graduation recital.	

Equipment and Facilities

The Department of Music is housed in Jones Hall, constructed in 1950, and in the new music building, under construction in 1976. Thirteen grand pianos, thirty-seven upright pianos, two three-manual concert organs (Austins), one studio organ (Holtkomp), four two-manual practice organs, an electronic piano laboratory, and numerous orchestral instruments furnish ample equipment for effective teaching. The record library contains 2,500 recordings. Additional recordings and scores, including many complete editions, are also available in the Carlyle Campbell Library.

Performance Requirements

Performance is at the core of the music curriculum. Every musician performs regularly—whether on stage, in church, in the classroom, or in the studio—in every way that he puts into action his musical training. Consequently, a great deal of emphasis is placed upon developing skills of performance.

Specifically, the following minimum requirements apply: Bachelor of Arts music majors and Bachelor of Music music education majors perform at least once each year in student recitals and present a partial graduation recital. Applied music majors in the Bachelor of Music program perform at least twice each year (except in the freshman year, when they perform once) in student recitals and present a partial junior recital and a full graduation recital.

Performances in recitals and in jury examinations given

each semester in all applied music courses are given from memory.

Students taking part in any public performances other than those sponsored by the Department of Music must consult with their respective teachers in advance.

Keyboard Proficiency

All students in the Bachelor of Music degree program must pass an examination designed to include basic aspects of practical musicianship needed to be effective in both classroom and studio situations.¹ Music education majors must pass keyboard proficiency before student teaching. The examination includes prepared performance of national songs, cadences, scales, arpeggios, harmonization, transposition, and sight-reading.

Student Recitals

Varied student recital programs and Department of Music convocations are held Thursday afternoons. All students majoring in music are required to attend.

Concerts

Each year Meredith brings to the campus distinguished performers and lecturers. A number of artists, ensembles, and orchestras perform in Raleigh under sponsorship of the *Friends of the College* and the *Chamber Music Guild*. Concerts provided by organizations such as the *North Carolina Symphony*, the *National Opera Company*, the *Raleigh Oratorio Society*, the *American Guild of Organists*, and the *Raleigh Music Club* are also open to students. Members of the Meredith faculty are active as recitalists and students themselves provide a large number of musical programs.

It is absolutely essential that music students expose themselves to as large and varied a selection of these performances as possible. All music majors are expected to attend at least fifteen recitals per semester, selected in consultation with their principal applied instructors, from the many musical programs available on the Meredith campus, in addition to all Thursday student recitals. This experience is an integral part of music studies, directly related to performance, literature, history, theory, and education.

Preparatory Division

Through a large Preparatory Division, the Department of Music provides instruction in applied music and theory to non-college students of all ages within the Raleigh area. Registration in the Preparatory Division is on a semester-to-semester basis. An audition is required for admission; continuation from one semester to another is contingent upon satisfactory progress.

THEORY

100, 101 ELEMENTARY THEORY

Introduction to the theory of music with a heavy emphasis on rhythm, sight-singing, and ear-training. Fundamental aspects of harmony and melody in Western music explored

* Students whose principal applied study is not piano must attain the level of Piano 144 for at least one semester.

¹These students must attain the level of Piano 144 for at least one semester.

in detail. A reasonable grasp of diatonic sevenths and secondary dominants in carefully voiced chord progressions, both in the written work and at the keyboard, expected of students completing the course. Prerequisite: Theory 100 before 101. Six class hours weekly, as follows: 3 in class discussion, 2 in sight-singing, 1 in keyboard. *Credit, four hours each semester.* Staff.

202, 203 ADVANCED THEORY

A continuation of Theory 100, 101. Review of Theory 101, followed by a study of modulations, chromatically altered chords and ninth, eleventh and thirteenth sonorities as found in the works of major baroque, classic, and romantic composers. Continuing emphasis on ear-training, sight-singing, and keyboard. Prerequisite: Theory 101 before 202; 201 before 203. Six class hours weekly, as in 100, 101. *Credit, four hours each semester.* Staff.

204 MUSIC FUNDAMENTALS

A study of pitch, rhythm, scales, harmony, form, elementary chords and their functions, and twentieth century compositional devices. Not open to students who have completed Theory 101 but may be required of music majors not yet ready for 100. *Credit, three hours.* Miss Haeseler.

300, 301 COUNTERPOINT

Contrapuntal techniques of the seventeenth and eighteenth centuries with a survey of modal practices in the sixteenth century and techniques of the twentieth century. Prerequisites: Theory 203 before 300 and 300 before 301. *Credit, two hours each semester.* Staff.

304 ORCHESTRATION

A study of the instruments of the orchestra. Arranging music for various groups of instruments and for full orchestra. Prerequisite: Theory 203. *Credit, two hours.* Mrs. Garriss.

305, 306 SERVICE PLAYING

Basic problems and techniques of playing for religious services of all denominations. *Credit, one hour each semester.* Mr. Lynch.

404 COMPOSITION

Composition in various forms for voice, chorus, individual instruments and combinations of instruments, following largely the inclination of the student. Prerequisite: Theory 101. May be repeated for credit. *Credit, two hours.* Staff.

HISTORY AND LITERATURE

214 INTRODUCTION TO MUSIC

A course designed to impart an understanding of music as an element of liberal culture and to develop the power of listening intelligently. Masterworks in music literature learned. No technical knowledge required. *Credit, three hours.* Mrs. Schmidt.

215, 216 MUSIC LITERATURE

A continuation of the principles of learning and listening to music related to music history. Emphasis on music of the twentieth century. *Credit, one hour each semester.* Mr. Hardison.

315, 316 HISTORY OF MUSICAL STYLES AND STRUCTURES

A study of the development of music in western civilization, relating music to a historical context. Analysis of music of various periods as well as student compositions in various period styles. Five class hours weekly. *Credit, four hours each semester.* Mr. Lynch.

494 SEMINAR

Research in problems related to music literature, theory or performance, selected by individual students or by the class. Different topics each semester; may be repeated for credit. *Credit, two hours.* Mr. Lynch.

MUSIC EDUCATION

224, 225 WIND AND PERCUSSION INSTRUMENTS

A study of methods for organizing, scheduling, and teaching instrumental classes, and acoustics of music as they pertain to band and orchestral instruments. Classroom experiences include gaining competencies necessary to play and demonstrate correct embouchure, fingerings, breathing, and tonguing for at least two brass and two woodwind instruments, and basic snare drum rudiments. May be repeated for credit. *Credit, two hours.* Miss Haeseler, Mr. Wencel.

226, 227 STRING INSTRUMENTS

A practical study of string instruments with emphasis on the violin, including teaching methods. *Credit, two hours each semester.* Mrs. Garriss.

320, 321 TEACHING OF APPLIED MUSIC

Methods of teaching beginning and moderately advanced students in applied music. Laboratory work involving teaching beginning and intermediate students each semester. *Credit, two hours each semester.* Staff.

420, 421 CONDUCTING AND CHORAL LITERATURE

A study of traditional and modern conducting patterns, and mechanics and interpretation of the choral score. Emphasis is placed upon realization of the choral score, expressive gestures, development of the left hand, the psychology of conducting, and rehearsal techniques. Laboratory experiences include the study of music from all periods, including aleatoric and electronic compositions. Prerequisite: Theory 100, 101; 420 before 421. *Credit, two hours each semester.* Miss Haeseler.

730 MATERIALS AND METHODS FOR TEACHING MUSIC IN GRADES K-6

A study of the scope and sequence of the music program in grades K-6, state adopted music texts, and the Dalcroze, Kodaly, and Orff approaches to music education. Emphasis is placed upon the development of a philosophy of music education, methods and teaching techniques, audio-visual aids, and melodic, harmonic, and rhythmic instruments used to enrich the music program. Prerequisite: Theory 101. *Credit, three hours.* Miss Haeseler.

731 MATERIALS AND METHODS FOR TEACHING MUSIC IN GRADES 7-12

A study of the scope and sequence of the music program in the secondary school. Special attention is given to the psychology of adolescence, including developmental characteristics, personality, the changing voice, and classroom management. Emphasis is placed upon learning theories, the general music class, the modular approach, state adopted texts, rehearsal techniques, and electronically modified and synthesized sounds. *Credit, three hours.* Miss Haeseler.

744 MUSIC FOR YOUNG CHILDREN

Designed to lead toward an understanding of the presentation of singing, rhythmic, instrumental, listening, and creative activities to the child in grades K through 3. Presented through a sequence of related activities. Not open to students who have completed 730 MUS. Prerequisite: Music 204 or permission of the instructor. *Credit, three hours.* Miss Haeseler.

ENSEMBLES

All music majors are required to participate in ensemble each semester (except possibly the first semester of the freshman year). At least two semesters must be in a choral ensemble.¹ In all ensembles, attendance at two to three hours of rehearsal each week and at all performances is required.

234 CHORUS

Two semesters required for all students majoring in music. Open to all students without audition. Provides music for various college functions and gives concerts on and off campus. *Credit, one hour each semester.* Mrs. Farrington.

235 RENAISSANCE SINGERS

A select group of about twenty-five, devoted to the *capella* performance of Renaissance and early Baroque choral music, both sacred and secular. Admission by audition only. Prerequisite: at least one semester of Chorus. *Credit, one hour each semester.* Mrs. Sullivan.

236 ACCOMPANYING

All students whose principal applied study is piano or organ expected to fulfill at least two semesters of their ensemble requirements in accompanying. Work in preparation of a recital for one student, of lessons and a jury examination for two students, or accompanying an ensemble. Time involved not to exceed six hours per week, including both lesson and practice time (six hours per week for one student preparing a recital or three hours per week for each of two students preparing lessons and jury examinations). *Credit, one hour each semester.*

237 INSTRUMENTAL ENSEMBLE

Rehearsal and performance of works taken from standard ensemble literature; open to all qualified students by arrangement with the music faculty. *Credit, one hour each semester.* Mrs. Garriss.

238 ORCHESTRA

Rehearsal and performance of orchestral works, selected to match the abilities of the students enrolled. *Credit, one hour each semester.* Mr. Wencil.

334 MEREDITH CHORALE

A select group of about thirty-five singers who represent the College on campus and on tour. Admission by audition only. Prerequisite: at least one semester of Chorus. *Credit, one hour each semester.* Mrs. Sullivan.

335 PIANO ENSEMBLE

Study of works for piano, four hands, or two pianos. *Credit, one hour each semester.* Staff.

434 VOCAL ENSEMBLE

A group of about twelve singers who perform literature covering material from all musical periods and styles, both on campus and off. Admission by audition only to qualified members of the Meredith Chorale. *Credit, one hour each semester.* Miss Donley.

Applied Music

Teacher assignments in applied music are made by the chairman of the Department of Music, in consultation with coordinators in each applied area. Requests for specific teachers will be taken into consideration, if possible.

Applied music instruction is given by any or all of the following methods: class instruction (five or more students in a class), studio group instruction (three or four students in a group), and private instruction. Except for beginning students in class lessons, most students receive the benefit of both group and private instruction each week. In addition, repertoire classes are required each week in each applied area.

Each course in applied music requires the following amount of weekly practice time: six hours per week for the first hour's credit and three hours per week for each additional credit hour. The following formula applies:

Semester Hours Credit	Weekly Half- Hour Lessons	Weekly Practice Hours
1	1	6
2	2	9
3	2	12
4	2-3	15

Piano

Mr. Clyburn, Mr. Hardison, Mr. Pratt, Miss Bass, Mrs. Beyer, Mrs. Daugherty, Mrs. Ham, Miss Magrath, Mrs. Schmidt.

The materials used for technical development are variable, depending on the concepts of the teacher and the individual needs of the pupil. A thorough knowledge of all scales and arpeggios should be established before a pupil enters Piano 144.

Functional piano (for the classroom and in preparation for

¹ Note restriction on ensemble credits, page 73.

Piano Proficiency) is available in group instruction.

040 BEGINNING CLASS PIANO

Introduction to fundamentals of the keyboard. Transposition, harmonization of folk songs and popular songs, sight-reading, ensemble playing. *Credit, one hour.*

041 INTERMEDIATE CLASS PIANO

A continuation of Piano 040. Advanced harmonizations and study of representative music from the classical repertoire. Prerequisite: Piano 040 or permission of the instructor. *Credit, one hour.*

044 PREPARATORY PIANO

A maximum of six semester hours of this work for credit permitted.

144 FRESHMAN PIANO

Bach *Inventions, Preludes, Suites; Sonatas* of the difficulty of the Haydn, Mozart, and Beethoven *Sonatas*; Chopin works of moderate difficulty; other classical, romantic, impressionistic, and contemporary composers.

244 SOPHOMORE PIANO

Bach *Sinfonias, Well-Tempered Clavier, Suites, Partitas*; Haydn, Mozart, and Beethoven *Sonatas*; Chopin works of modern difficulty; other classical, romantic, impressionistic, and contemporary composers.

344 JUNIOR PIANO

Bach, *Well-Tempered Clavier, Toccatas, Partitas, etc.*; Mozart and Beethoven *Sonatas*; Chopin *Etudes, Impromptus, Scherzi, Ballades, etc.*; other classical, romantic, impressionistic, and contemporary composers.

444 SENIOR PIANO

Bach *Well-Tempered Clavier, Chorale-Preludes*, and larger works; *Sonatas* of greater difficulty; *Concerti*; other classical, romantic, impressionistic, and contemporary works suitable for senior recitals.

Organ

Mr. Lynch, Mrs. Lynch, Mr. Poister, Mrs. Long.

145 FRESHMAN ORGAN

Manual and pedal technique. Bach *Eight Little Preludes and Fugues, Orgelbuechlein*, Dupre *Seventy-Nine Chorales*, works of comparable difficulty from all periods; hymn playing.

245 SOPHOMORE ORGAN

Bach *Preludes and Fugues* of the first master period, *Chorale Preludes, Trio Sonatas*; works of Mendelssohn, Franck, and other romantics; selected twentieth-century and pre-Bach repertoire; accompanying.

345 JUNIOR ORGAN

Bach, smaller works of the mature master period; selected romantic works of French and German composers; twentieth-century works of comparable difficulty to Hindemith *Sonatas*; larger works of early Baroque.

445 SENIOR ORGAN

Bach, larger works of the mature master period; compositions of Franck, Widor, Vierne, Mendelssohn, Reger, and other romantics; early Baroque, larger twentieth-century compositions.

Violin

Mrs. Garriss, Mr. Gorski, Mrs. Mann, Mr. Southwick, Mr. Wencel.

164 FRESHMAN VIOLIN

Thorough study of bowing and left-hand technique; Laoureux *Etudes*, Bk. II; Mazas Op. 36; concertos by De Bériot and Accolay; sonatas by Schubert.

264 SOPHOMORE VIOLIN

Scales and arpeggios in three octaves; Mazas *Etudes Speciales*, Kreutzer *Etudes*; sonatas of Corelli and Handel; concertos by Rode, Viotti, and Kreutzer.

364 JUNIOR VIOLIN

Technical work continued; etudes by Kreutzer and Fiorillo; sonatas by Mozart and Beethoven; concertos by Viotti, Kreutzer, and Mozart.

464 SENIOR VIOLIN

Scales in thirds and octaves; etudes by Rode and Gaviniès; concertos by Vieuxtemps, Wieniawski, Godard, and others; sonatas by Bach, Tartini, and Beethoven.

Orchestral Instruments

Courses are also available in the following applied studies:

CELLO 166, 266, 366, 466

Mrs. Gilmore.

FLUTE 174, 274, 374, 474

Mrs. Neilson.

GUITAR 068, 168, 268

Mr. Marx.

Courses in other instruments are made available upon demand, when qualified instructors can be engaged to teach them. Under the interinstitutional cooperation plan, lessons in some orchestral instruments are available at North Carolina State University. Credit and placement are earned on the same basis as other applied music.





Voice

Miss Donley, Mrs. Sullivan, Mrs. Farrington, Mrs. Goode, Mrs. Schlageter.

154 FRESHMAN VOICE

Position and poise of the body, strengthening exercises for the vocal mechanism, supplemented by technical exercises with musical figures for the development of vocal freedom. Simpler songs from classical literature. English and Italian pronunciation.

254 SOPHOMORE VOICE

Technical work of the freshman year continued; scales and staccato exercises. Moderately difficult songs by composers of romantic and contemporary literature. French and German pronunciation.

354 JUNIOR VOICE

More advanced technique and vocalizations. Advanced literature. Introduction of oratorio and operatic repertoire.

454 SENIOR VOICE

Technical work continued, stressing flexibility. Total repertory to include four arias from operatic literature; four arias from oratorio literature; twenty songs from the classic and romantic literature; twenty songs from modern literature.

Students who wish advanced study in music should consult with the departmental chairman and arrange for it through the Special Studies options listed on page 80. Courses are also available in music through the Cooperating Raleigh Colleges.

PSYCHOLOGY

Associate Professor Huber, *Chairman*; Associate Professor Mason, Assistant Professors Aubrecht and Sutherland.

The goal of the psychology department is to help the student obtain a better self-understanding, as well as an understanding of the basic methods, facts, and vocabulary of the scientific study of behavior and consciousness.

A major in psychology would be the appropriate background for graduate training in psychology and, in addition, a suitable adjunct to career training in education, business, social work, etc.

Psychology 100 is a prerequisite for all courses.

Requirements for a Major

A minimum of twenty-eight semester hours in psychology including 100, 200, and 201.

100 GENERAL PSYCHOLOGY

An introduction to the scientific study of behavior, including such topics as maturation and development, motivation, emotion, learning and thinking, and individuality and personality. *Credit, three hours. Staff.*

104 PSYCHOLOGY OF ADJUSTMENT

Basic characteristics of healthy development and the dynamics of adjustment and constructive behavior in response to stress, frustration, conflict and other thwarting situations. Offered spring semester only. *Credit, three hours. Staff.*

200 STATISTICAL METHODS IN PSYCHOLOGY

A survey of the fundamental techniques for describing and analyzing behavioral data. The course will consider: measures of central tendency and deviation, linear and function-free correlation, hypothesis testing, non-parametric techniques, and analysis of variance. *Credit, three hours. Staff.*

201 EXPERIMENTAL PSYCHOLOGY

An introduction to experimental research in psychology including such areas as perception, conditioning and motivation, memory and cognition, social psychology. Lecture and lab. *Credit, four hours. Staff.*

204 DEVELOPMENTAL PSYCHOLOGY

The effects of physical and social factors on human development from conception to death, with major emphasis on childhood and adolescence. Included topics: physical, perceptual, motor, language, cognitive, emotional, moral, and social development. *Credit, three hours. Staff.*

205 PSYCHOLOGY OF EXCEPTIONAL CHILDREN

An introduction to the physiological and psychological characteristics of the major types of exceptional children and adolescents, including: the gifted, retarded, and emotionally disturbed; persons with speech, hearing, visual, and crippling health disabilities; and those with major

specific learning disabilities. Offered fall semester only. *Credit, three hours. Staff.*

206 PSYCHOLOGY OF WOMEN

The purpose will be to increase the understanding of women from a psychological viewpoint. Topics included will be critique of the psychoanalytic view of women, the effects of body states on personality, psychosomatic dysfunctions of the reproductive system, differences between male and female brains, differences in the way male and female infants behave, how sexual identity develops, self-esteem, achievement motivation, and changes in the roles women play during their lifetimes. Offered fall semester only. *Credit, three hours. Staff.*

304 PSYCHOLOGICAL TESTING AND EVALUATION

A study of the principles of psychological testing, and of the role of testing in evaluation in educational and several other settings. An introduction to the major types of tests including tests of general and special abilities, aptitude, achievement, interests, and personality. Offered fall semester only. *Credit, three hours. Staff.*

305 THEORIES OF PERSONALITY

Major contemporary theories of personality. Theories evaluated in light of research findings. Offered fall semester only. *Credit, three hours. Staff.*

306 ABNORMAL PSYCHOLOGY

A study of major forms of behavior pathology, including neuroses, psychoses, character disorders, alcoholism, and drug addiction. Suggested prerequisite Psychology 104. *Credit, three hours. Staff.*

307 PSYCHOLOGY IN HISTORICAL PERSPECTIVE

The focus of this course is the historical genesis of current concerns in psychology. Particular emphasis will be placed on the seminal work of late 19th and early 20th century psychological pioneers. Offered spring semester only. *Credit, three hours. Staff.*

404 LEARNING

An introduction to experimental and theoretical issues in learning and to the practical application of learning principles. Information treated will include: classical and operant conditioning; human learning and memory. Offered spring semester only. *Credit, three hours. Staff.*

405 PERCEPTION

A study of the various senses and how they function. How our needs, desires, expectations, and previous experiences influence our perception. Understanding of the principles of psychophysics. The course will also focus on cognitive factors in perception. Offered spring semester only. *Credit, three hours. Staff.*

406 PHYSIOLOGICAL PSYCHOLOGY

A survey of the functional anatomy of the nervous system with special emphasis on current views of the contributions of various subsystems to psychological phenomena. Offered fall semester only. *Credit, three hours. Staff.*

407 SOCIAL PSYCHOLOGY

A study of the theories and research relevant to interpersonal influence, the ways in which an individual is influenced by other people. Included topics: attitude change, conformity, interpersonal attraction, affiliation and emotion, person perception, aggression, and altruism. Suggested prerequisite: Psychology 201. Offered spring semester only. *Credit, three hours. Staff.*

SENIOR THESIS

The interested and qualified student may elect to undertake a senior research project under the special studies option.

Students who wish to pursue individualized advanced study in psychology (e.g. advanced classes, research projects, internship experiences) may do so through the special studies options listed on page 80. Special studies have included classes in: Animal Behavior, Behavior Modification, Computer Analysis of Data, and Counseling Psychology; research projects in: Personality, Developmental Psychology, and Social Psychology; and internship experiences in: Clinical Psychology and Applied Behavior Therapy.

A student may elect courses at other Cooperating Raleigh Colleges.



RELIGION AND PHILOSOPHY

Professor Crook, *Chairman*; Professors Cochran and McLain; Assistant Professor Page; and Visting Lecturer Newman. The department offers a major in religion.

The introductory courses in religion are designed to acquaint the student with Biblical literature and faith as they are related to the contemporary world. The upper level courses fall into three categories: Biblical studies, religious history and thought, and religion and society. The student who majors in religion is encouraged to take some work in each category. The requirements for a major are sufficiently flexible, however, to provide for the individual student's own personal development and for her choice of career preparation. Most students majoring in religion prepare for teaching, for a church-related career, or (in conjunction with other departments) for a career in social work or in church music.

Requirements for a Major

Twenty-four hours in religion, including 497.

Religion

Prerequisite to all other courses in religion: Religion 101 and 102 or Religion 121.

101, 102 AN INTRODUCTION TO THE OLD AND NEW TESTAMENTS

A study of the central meaning of the Bible. Not open to students who have taken Religion 121. *Credit, six hours.* Staff.

121 AN INTRODUCTION TO BIBLICAL LITERATURE AND HISTORY

A study of the making and the preservation of the Bible; the literature and history of the Hebrews; the ministry of Jesus; and the early church. Not open to students who have taken Religion 101 and/or 102. *Credit, three hours.* Staff.

247 WORLDWIDE CHRISTIANITY

The world mission of the Christian religion as it confronts the modern scientific age. *Credit, three hours.* Mr. McLain.

248 THE RELIGIONS OF MANKIND

A survey and analysis of the great religions of the world in their interrelationships, with an effort to understand what would be an adequate religion for modern man. *Credit, three hours.* Mr. McLain.

255 THEOLOGY AND CONTEMPORARY LITERATURE

A study of religious themes in contemporary novels and drama, together with an introduction to film as a contemporary art form. Typical authors examined: Beckett, Camus, Kafka, Salinger, Silone, Steinbeck, Tennessee Williams, and Updike. *Credit, three hours.* Mr. Cochran.

262 THE LIFE AND TEACHINGS OF JESUS

An in-depth study of the person and the ministry of Jesus,

based upon the four gospels. Attention will be given to the critical questions related to the gospels. Appropriate background materials from non-biblical sources will be employed. *Credit, three hours.* Mr. Page.

265 THE PROPHETIC ELEMENT IN RELIGION

A study of the prophetic books of the Old Testament, with attention to their contemporary value. *Credit, three hours.* Mr. Crook.

266 PAULINE LITERATURE

The development of early Christian life and thought as found in the work and writings of Paul. *Credit, three hours.* Mr. Page.

270 CHRISTIAN ETHICS

The province, presuppositions, and ideal of the Christian ethic and its meaning for specific problems. *Credit, three hours.* Mr. Crook.

331 SOCIOLOGY OF RELIGION

Also available as Sociology 331. A study of the characteristics of American religious groups and the social functions and dysfunctions of religious organizations. *Credit, three hours.* Mr. Crook and Miss Syron.

351 CHRISTIAN EDUCATION

The principles and techniques of Christian leadership. *Credit, three hours.* Mr. McLain.

361 HISTORY OF CHRISTIANITY

An examination of major figures and movements in the development of Christianity, concentrating on the Medieval, Reformation, and Modern Periods. *Credit, three hours.* Mr. Cochran.

364 RELIGION IN AMERICA

A brief survey of religious issues in American history from the colonial period to the present, followed by a contemporary analysis of the three major religious bodies in America: Protestantism, Catholicism, and Judaism. A number of fringe sects or cults examined. *Credit, three hours.* Mr. Cochran.

369 FOUNDATIONS OF CHRISTIAN THOUGHT

An introduction to Christian beliefs which explores such issues as the problems of religious knowledge, the existence of God, the problem of evil or suffering, the meaning of Christ, and the nature of faith. Introductory readings by Kierkegaard, Bonhoeffer, Tillich, and other contemporary thinkers. *Credit, three hours.* Mr. Cochran.

372 PSYCHOLOGY OF RELIGION

A study of the results of psychological analysis of religious experiences. *Credit, three hours.* Mr. McLain.

380 RELIGION IN CONTEMPORARY SOCIETY

A study of the interplay of religion and social, economic, and political changes. *Credit, three hours.* Mr. Crook.

497 SEMINAR

Open to seniors who have had a minimum of twelve hours in religion. Required of majors. *Credit, three hours.* Staff.



Philosophy

223 INTRODUCTION TO PHILOSOPHY

A student-developed course, the method differing from year to year. Lectures, discussions, student reports on materials chosen by the reporters. *Credit, three hours.* Mr. Newman.

351 HISTORY OF ANCIENT AND MEDIEVAL PHILOSOPHY

A survey of the development of basic ideas from their inception in ancient Greece to the time of the European Renaissance. *Credit, three hours.* Mr. Newman.

352 MODERN PHILOSOPHY

A survey of philosophy since the Renaissance with particular attention to the development of contemporary schools of thought. *Credit, three hours.* Mr. Newman.

Students who wish community internships or advanced study or research in religion and philosophy should consult with the departmental chairman and arrange for it through the Special Studies options listed on page 80.

A student may elect courses at other Cooperating Raleigh Colleges.

SOCIOLOGY AND SOCIAL WORK

Professor Syron, *Chairman*; Associate Professor Tucker; Assistant Professor Turlington; Instructors DeBerry and Sumner; and Visiting Lecturer Mackie; Consultant Cook. The department offers a major in sociology and a certificate in social work.

The department seeks to encourage within students the development of social consciousness and an understanding of people, both as unique individuals and as members of a particular culture and society. Courses are designed to present a balanced perspective in order to offer a solid foundation for continued study in graduate schools of sociology, social work and other related fields.

The department offers a certificate in an undergraduate social work program accredited by the Council on Social Work Education. There are concentrations in criminal justice, personnel administration, social research technology, and human relations. Certification for teaching at all levels may be combined with a major in sociology.

The courses and programs prepare students for roles as educators, journalists, personnel administrators, city planners; for careers in government; and as leaders of opinion and of action in the community.

Field projects, community internships, volunteer experiences, and cooperative education placements are experiential learning opportunities available to students to provide them with the knowledge and experience helpful in planning careers. The sociology of work and career development course is offered to help students understand the world of work and to plan their own career program.

Either Sociology 230 or Sociology 260 is required as a prerequisite for all other courses unless specified. Prerequisite may be waived in exceptional cases.

Requirements for a Major

Twenty-four hours in sociology, including 230, 374, 489, or their equivalents, and one course taught as a seminar.

Sociology

230 PRINCIPLES OF SOCIOLOGY

A general introduction to the field of sociology and to methods used in sociological research. Offered both semesters. *Credit, three hours.* Staff.

231 SOCIAL PROBLEMS

An analysis of contemporary social problems from the sociological perspective; a critique of existing programs designed to deal with the problems. Students are required to do in-depth study of a selected problem and of proposals for more effective solutions. Offered both semesters. *Credit, three hours.* Mr. Tucker.

240 SOCIAL WORK AS A PROFESSION

Also available as Social Work 240. An introduction to the

development, fields, and values of the social work profession and to the general principles underlying the process of giving and taking help. *Credit, three hours.* Mrs. Turlington.

260 CULTURAL ANTHROPOLOGY

An introduction to anthropology with special emphasis on comparative study of preliterate and simpler cultures. Offered both semesters. *Credit, three hours.* Miss Syron.

301 AMERICAN SOCIAL WELFARE INSTITUTIONS

Also available as Social Work 301. A study of the social welfare institutions and policies of the United States with major emphasis placed upon the present system of social services and programs and current proposals for change. *Credit, three hours.* Mrs. Turlington.

331 SOCIOLOGY OF RELIGION

For description, see Religion 331. *Credit, three hours.* Mr. Crook and Miss Syron.

335 AMERICAN MINORITY PEOPLES

A study of present day racial and cultural minorities with emphasis upon scientific facts about race and changing attitudes and policies. *Credit, three hours.* Mr. Tucker.

336 CRIMINOLOGY

An analysis of the nature and extent of criminal behavior; current practices in crime control. *Credit, three hours.* Mr. Tucker.

337 THE COMMUNITY

A survey of the institutions and organizations within modern communities and of the problems arising out of them; special emphasis given such areas as parent-school-community relationships, social services, and recent trends in community social action. Offered both semesters. *Credit, three hours.* Mr. Sumner.

338 THE FAMILY

A study of structure and function of the family as a basic institution of society; analysis of contemporary marriage and family experience; societal resources for dealing with family problems. To be offered spring semester only. *Credit, three hours.* Mr. Tucker.

360 COMPARATIVE CULTURES

An anthropological study of rapid modernization in Africa south of the Sahara or in other selected areas. No prerequisite required. *Credit, three hours.* Miss Syron.

374 INTRODUCTION TO RESEARCH

Also offered as Political Science 374. An introduction to basic methods of research in the behavioral sciences and to fundamental statistical concepts. Offered both semesters. *Credit, three hours.* Mr. Tucker.

489 INTRODUCTION TO SOCIAL THEORY

A survey of the history of social thought from ancient times, with particular emphasis on contemporary sociological thought. Offered both semesters. *Credit, three hours.* Miss Syron.

494 FIELD EXPERIENCE AND SEMINAR

For description, see Social Work 494. Three hours may be accepted as credit toward a major in sociology. Mr. Sumner and Mrs. Turlington.

496 CONTEMPORARY SOCIETY

A seminar directed toward sociological analysis of social change or other selected topics. *Credit, three hours.* Mr. DeBerry.

Social Work

Students choosing to work for certification in social work should be guided by the outline of program requirements on pages 59-60. Although students in any major of a degree-granting program are eligible, they should consult with Mrs. Helen Turlington, Director, in the Department of Sociology for approval.

240 SOCIAL WORK AS A PROFESSION

For description, see Sociology 240. *Credit, three hours.* Mrs. Turlington.

301 AMERICAN SOCIAL WELFARE INSTITUTIONS

For description, see Sociology 301. *Credit, three hours.* Mrs. Turlington.

302 SOCIAL WORK PROCESS I

An introduction to the basic skills of interpersonal relationships and the helping process. Also includes an introduction to the theories and technology of planned change. May not be credited toward a major in sociology. *Credit, three hours.* Mrs. Mackie.

303 SOCIAL WORK PROCESS II

A continuation of Sociology 302 and taken concurrently with Sociology 494. The course functions as a technical laboratory for the students' learning to implement the theory and technology of planned change. Prerequisite: Soc. 302. May not be credited toward a major in sociology. *Credit, three hours.* Mr. Sumner.

494 FIELD EXPERIENCE AND SEMINAR

See Sociology 494. Assignment to community agencies where the student experiences herself in the role of a beginning social worker under qualified supervision. A seminar on the campus provides opportunity for the exchange of critical and creative thinking relative to the field experiences and in the areas of self-understanding and professional identification. Offered both semesters. Only three hours may be accepted as credit toward a major in sociology. *Credit, three to nine hours.* Mr. Sumner and Mrs. Turlington.

Students who wish community internships or advanced study or research in sociology or social work should consult with the departmental chairman or an appropriate faculty member to arrange for the Special Studies options listed on page 80.

A student may elect courses at other Cooperating Raleigh Colleges.



College Directory

BOARD OF TRUSTEES

Officers

SHEARON HARRIS

Chairman

DAVID M. BRITT

Vice Chairman

SEBY B. JONES

Vice Chairman of Finance

EARL W. SPANGLER

Vice Chairman for Development

ELIZABETH J. DOTTERER

Vice Chairman for Instructional Programs

HENRY M. SHAW

*Vice Chairman for Buildings and Grounds
and Assistant Secretary*

EDITH S. SIMPSON

Vice Chairman for Student Affairs

MARGARET C. MARTIN

Secretary

Term Expiration 1976

ROBERT E. BRYAN, JR.

Fayetteville

ELEANOR L. DAVIS

Winston-Salem

JONATHAN G. GULLICK

Belmont

W. BASIL HILL

Roxboro

SEBY B. JONES

Raleigh

MABEL CLAIRE H. MADDREY

Raleigh

ANNIE LAURIE O. POMERANZ

Sanford

A. PAUL ROGERS, JR.

Tabor City

CECIL E. SHERMAN

Asheville

Term Expiration 1977

JAMES L. COLLIER

Whiteville

LACONLA H. HANCE

Eden

MARGARET C. MARTIN

Raleigh

MARGARET W. PARKER

Winston-Salem

HENRY M. SHAW

Raleigh

EARL W. SPANGLER

Shelby

WILLIAM K. STURDIVANT, SR.
North Wilkesboro

E. T. VINSON
Scotland Neck

WILLIAM H. WESTPHAL
Greensboro

Term Expiration 1978

DAVID M. BRITT
Raleigh

LAMAR J. BROOKS
Laurinburg

CLARA H. CARSWELL
Charlotte

KEMP SHIELDS CATE
Chapel Hill

JACK L. COBLE
Raleigh

SHEARON HARRIS
Raleigh

EDITH S. SIMPSON
Raleigh

GLORIA SMITH
Matthews

GLENN W. WILCOX
Asheville

Term Expiration 1979

ELIZABETH J. DOTTERER
Sanford

LOIS EDINGER
Greensboro

J. C. FAW
Wilkesboro

MARION LARK
Henderson

HUBERT F. LEDFORD
Raleigh

JAMES NANCE, JR.
Fayetteville

LUCILE OLIVER
Pine Level

JOE SAVAGE
Spring Hope

HOMER C. STARLING
Raleigh

Executive Committee

SHEARON HARRIS
Chairman

DAVID M. BRITT
Vice Chairman

MARGARET C. MARTIN
Secretary

HENRY M. SHAW
Assistant Secretary

ROBERT E. BRYAN

J. L. COLLIER

ELIZABETH J. DOTTERER

SEBY B. JONES

HUBERT F. LEDFORD

MARGARET W. PARKER

EDITH S. SIMPSON

EARL W. SPANGLER

W. H. WESTPHAL

C. C. CAMERON of Charlotte functions as adviser to The Board and as Honorary Chairman.



BOARD OF ASSOCIATES

LAURA HARRILL
Chairman

VICTOR E. BELL, JR.
Vice-Chairman

JESSE P. CHAPMAN, JR.
Vice Chairman
Asheville Region

W. FRED WILLIAMS
Vice Chairman
Burlington/Greensboro Region

OLIVER ROWE
Vice Chairman
Charlotte Region

CLAUDE B. WILLIAMS
Vice Chairman
Durham Region

EVERETT L. HENRY
Vice Chairman
Fayetteville Region

WILLIAM DAUGHTRIDGE
Vice Chairman
Kinston/Rocky Mount/Goldsboro Region

JEANELLE C. MOORE
Vice Chairman
Raleigh Region

JACK A. SNEEDEN
Vice Chairman
Wilmington Region

ROY B. CULLER, JR.
Vice Chairman
Thomasville/High Point Region

HUGH G. ASHCRAFT, JR.
Charlotte

BESSIE B. BALLENTINE
Raleigh

CULBRETH C. BAREFOOT
Benson

IRWIN BELK
Charlotte

VICTOR E. BELL, JR.
Raleigh

W. JETHRO BROADWELL
Durham

FAYE A. BROYHILL
Lenoir

RAYMOND A. BRYAN, SR.
Goldsboro

WILLIAM M. BURTON
Raleigh

W. C. CALTON
Raleigh

C. C. CAMERON
Charlotte

JESSE P. CHAPMAN, JR.
Asheville

BUNAH L. CLARK
Asheville

IVIE L. CLAYTON
Raleigh

WILLIAM A. CREECH
Raleigh

ROY B. CULLER, JR.
High Point

WILLIAM G. DAUGHTRIDGE
Rocky Mount

MARY FRANCES DAVIS
Lincolnton

WILLIAM B. DEWAR
Raleigh

C. A. DILLON, JR.
Raleigh

W. W. EDWARDS
Durham

JAMES D. FARTHING
Durham

J. GRADY FAULK
Monroe

WILLIAM C. FRIDAY
Chapel Hill

CLAUDE F. GADDY
Raleigh

GEORGE R. GOODWIN
Raleigh

WILLIAM GRANBERRY
Raleigh

CYNTHIA GRIFFITH
Charlotte

EUGENE B. HARDIN, JR.
Raleigh

LAURA W. HARRILL
Raleigh

JOHN B. HARRIS, JR.
Raleigh

ELIZABETH E. HARRIS
Eden

JESSE HELMS
Raleigh

EVERETTE L. HENRY
Lumberton

RAY K. HODGE
Kinston

ROBERT P. HOLDING
Raleigh

GROVER E. HOWELL
Weldon

CARLYLYE L. JENNINGS
Murfreesboro, Tennessee

ALMA E. JOHNSON
Memphis, Tennessee

BERTRAM A. JONES
Raleigh

DREWRY J. JONES
Raleigh

EARL T. JONES
Raleigh

W. T. JOYNER, SR.
Raleigh

ROBERT L. KIRBY
Raleigh

GAIL KNIERIEM
Raleigh

KAY C. LAMBETH
Thomasville

GEORGE J. LENESS
New York

WILLIAM E. MANGUM
Raleigh

WILMA T. McCracken
Henderson

PEGGY S. MITCHELL
Spring Hope

IRENE MONEY
Madison

JEANELLE C. MOORE
Raleigh

NAOMI MORRIS
Raleigh

EUGENE OWENS
Charlotte

JAMES R. PADEN
Aurora

PAULINE D. PERRY
Winston-Salem

MARGARET PRUITT
Louisburg

SARAH C. RAWLEY
Jamestown

FRED E. REIBER
Raleigh

E. N. RICHARDS
Raleigh

OLIVER ROWE
Charlotte

JOYCE M. RUDISILL
Charlotte

JOHN L. SALLY
Raleigh

MARY B. SEMANS
Durham

JOHN M. SIMMS, SR.
Washington, D. C.

GORDON SINCLAIR
Raleigh

BARON D. SMITH
Monroe

CHARLES LEE SMITH, JR.
Raleigh

JACK A. SNEEDEN
Wilmington

R. V. SPRACKLIN
Charlotte

COLIN STOKES
Winston-Salem

NELSON STRAWBRIDGE
Durham

COOPER E. TAYLOR
Raleigh

WYATT TAYLOR
Raleigh

D. J. THURSTON, JR.
Charlotte

W. HAROLD TRENTMAN
Raleigh

ROYSTER M. TUCKER
High Point

WILLIAM C. VICK
Raleigh

STRAUGHAN H. WATKINS
Henderson

HOWARD S. WILCOX
Indianapolis

ALFRED H. WILLIAMS, III
Raleigh

CLAUDE B. WILLIAMS, JR.
Durham

DORMAN L. WILLIAMS
Winston-Salem

JOHN A. WILLIAMS, JR.
Raleigh

W. FRED WILLIAMS
Greensboro

HENRY HALL WILSON
Monroe

CHARLES H. WIYGUL
Raleigh

WILLIAM L. WYATT, JR.
Raleigh

J. HOWARD YOUNG, JR.
Murfreesboro, Tennessee

ALUMNAE ASSOCIATION

Officers 1975-76

ANNE BRYAN, 1971

President
Raleigh

ALYCE EPLEY WALKER, 1954

Past President
Charlotte

LILLIAN HUMPHREY HENDERSON, 1945

Vice President
Burlington

MARY GEORGE PALMER, 1970

Director, Asheville Region
Alexander

CYNTHIA KNOTT COBB, 1969

Director, Charlotte Region
Charlotte

CHRISTINE BORDEAUX FARRIOR, 1948

Director, Elizabeth City Region
Williamston

ETTA COPE READLING, 1961

Director, Fayetteville Region
Fayetteville

SANDRA FLYNT CANIPE, 1966

Director, Greensboro Region
Greensboro

RITA RITCHIE, 1973

Director, Wilmington Region
Wilmington

MABEL SHAVER WATTS, 1935

Director, Winston-Salem Region
Statesville

BILLIE HARTSELL FREEMAN, 1965

Recording Secretary
Raleigh

BETTY ROSE PREVATTE WALL, 1944

Alumna-at-Large
Raleigh

CAROLYN COVINGTON ROBINSON, 1950

Director of Alumnae Affairs
Raleigh

FACULTY

The date in parentheses indicates the year in which the individual joined the Meredith faculty.

HELENA W. ALLEN, M. Ed. (1952)

Assistant Professor of Health and Physical Education
B. S., University of North Carolina at Greensboro; M.Ed., University of North Carolina at Chapel Hill.

AUDREY R. ALLRED, M.Ed. (1970)

Assistant Professor of Education
A.B., Meredith College; M.Ed., University of North Carolina at Chapel Hill.

LYN G. AUBRECHT, Ph.D. (1974)

Assistant Professor of Psychology
A. A., Thornton Jr. College; B.S., M.S., Illinois State University; Ph.D., Ohio State University.

JOE BAKER, A.B. (1966)

Vice President for Business and Finance
A.B., Mississippi College.

JACQUELINE B. BEZA, A.M. (1964)

Instructor in Foreign Languages
A.B., A.M., University of North Carolina at Chapel Hill.

VERGEAN R. BIRKIN, A.M. (1963)

Assistant Professor of Geography
A.B., A.M., University of Colorado; graduate study, University of North Carolina at Chapel Hill.

MARTHA L. BOUKNIGHT, M.Ed. (1966)

Instructor in Mathematics
A.B., University of North Carolina at Greensboro; M.Ed., University of North Carolina at Chapel Hill; graduate study, University of South Carolina, Wake Forest University, Duke University, North Carolina State University.

BETTY WEBB BREWER (A.M.) (1971), (1974)

Instructor in English
A.B., Meredith College; A.M., North Carolina State University.

JOSEPH A. BROWDE, Ed.D. (1974)

Associate Professor of Education
B.A., Rutgers University; B.D., Eastern Baptist Theological Seminary; M.A., Ed.D., Syracuse University.

CLARA R. BUNN, Ph.D. (1969)

Associate Professor Biology
A.B., Meredith College; M.S., Ph.D., North Carolina State University.

CRAVEN ALLEN BURRIS, Ph.D. (1969)

Vice President and Dean of the College
Professor of History
A.A., Wingate College; B.S., Wake Forest University; B.D., Southeastern Baptist Theological Seminary; A.M., Ph.D., Duke University.

KENNEITH H. CALVERT, Ed.D. (1973)

Assistant Professor of Education
B.S., Jacksonville State University; A.M., University of Alabama; Ed.D., University of Alabama; summer study, Samford University.

- MARIE W. CAPEL, M.Ed. (1971)
Director of Services and Career Planning
Director of Cooperative Education
 A.B., George Washington University; M.Ed., North Carolina State University.
- JAMES L. CLYBURN, M.S. (1958)
Assistant Professor of Music
 A.B., Elon College; M.S., Juilliard School of Music.
- BERNARD H. COCHRAN, Ph.D. (1960)
Professor of Religion
 A.B., Stetson University; B.D., Th.M., Southeastern Baptist Theological Seminary; Ph.D., Duke University; post-doctoral research, Yale University.
- ROGER H. CROOK, Ph.D. (1949)
Professor of Religion
 A.B., Wake Forest University; Th.M., Ph.D., Southern Baptist Theological Seminary; post-doctoral research, Duke University, Union Theological Seminary, University of North Carolina at Chapel Hill.
- HELEN P. DANIELL, Ph.D. (1968)
Assistant Professor of Foreign Languages
 A.B., Converse College; A.M., Middlebury College; Ph.D., University of North Carolina at Chapel Hill; post-doctoral study, Sorbonne.
- CHARLES A. DAVIS, Ph.D. (1967)
Associate Professor of Mathematics
 B.S., M.A.M., Ph.D., North Carolina State University.
- PHILLIP W. DEBERRY, A.M. (1972)
Instructor in Sociology
 B.S., North Carolina A.&T. State University; A.M., University of North Carolina at Chapel Hill.
- JANE G. DEESE, A.M. (1945)
Technical Services Librarian
 A.B., Meredith College; A.B. in L.S., Emory University; A.M., Columbia University
- MICHAEL ROSS DODGE, A.M. (1973)
Acting Head Librarian
 A.B., University of Michigan; A.M.L.S., University of Michigan; A.M., University of Michigan; graduate study, Goethe Institute, Sprachschule Lerch.
- BEATRICE DONLEY, Mus. B. (1942)
Professor of Music
 Mus. B. (Voice), Mus. B. (Public School Music), West Virginia University; voice with Horatio Connell, Juilliard School of Music; voice with Adelaide Gescheidt, New York.
- JAMES H. EADS, JR., M.S. (1958)
Assistant Professor of Biology
 A.B., University of Kansas; M.S., University of Alabama; graduate study, University of Alabama, North Carolina State University.
- ERIKA S. FAIRCHILD, Ph.D. (1972)
Assistant Professor of Political Science
 A.B., Hunter College; A.M., Yale University; graduate study, University of Aix-Marseilles, France; Ph.D., University of Washington.
- KATHRYN T. FARRELL, M.S. (1973)
Instructor in Health and Physical Education
 A.B., University of Arkansas; M.S., Louisiana State University.
- WILLIAM WALLACE FINLATOR, JR., A.M. (1973)
Instructor in Foreign Languages
 A.B., Wake Forest University; A.M. University of Pennsylvania; doctoral candidate, Yale University.
- ROBERT G. FRACKER, A.M. (1962)
Assistant Professor of Education
 B.S., East Tennessee State College; A.M., Appalachian State University; graduate study, Duke University.
- LOIS FRAZIER, Ed.D. (1954)
Professor of Business and Economics
 B.S., M.S., University of North Carolina at Greensboro; Ed.D., Indiana University.
- KAY A. FRIEDRICH, M.P.H. (1967)
Instructor in Home Economics
 B.S., graduate study, Michigan State University; M.P.H., University of North Carolina at Chapel Hill.
- MERNA DEE GALASSI, Ed.D. (1975)
Coordinator of Special Programs, Student Activities and Developmental Counseling.
 B.A., Brandeis University; Ed.M., Harvard University; Ed.D., West Virginia University.
- KATALIN Y. GALLIGAN, Ph.D. (1969)
Assistant Professor of Foreign Languages
 A.B. Veres Palne, Hungary; A.M., Indiana University; Ph.D., University of North Carolina at Chapel Hill.
- PHYLLIS W. GARRISS, Mus.M. (1951)
Assistant Professor of Music
 A.B., Mus.B., Hastings College; Mus.M., Eastman School of Music.
- ROSALIE P. GATES, Ph.D. (1965)
Associate Professor of History
 A.B., A.M., Ph.D., Duke University; post-doctoral research, Delhi University, India.
- CAROLYN B. GRUBBS, M.A.T. (1963)
Assistant Professor of History
 A.B., Meredith College, M.A.T., Duke University; graduate study, Columbia University, North Carolina State University, University of North Carolina at Chapel Hill.
- FRANK L. GRUBBS, Ph.D. (1963)
Professor of History
 A.B., Lynchburg College; A.M., Ph.D., University of Virginia; post-doctoral research, University of North Carolina at Chapel Hill.
- ISABELLE HAESELER, M.S.M. (1956)
Assistant Professor of Music
 B.S., Lebanon Valley College; M.S.M., Union Theological Seminary; graduate study, Colorado Seminary, University of North Carolina at Chapel Hill.

D. THOMAS HARDISON, M.S. (1974)

Assistant Professor of Music

B.S.; M.S., Juilliard School of Music; doctoral study, Michigan State University.

JOHN B. HIOTT, M.Div. (1968)

Registrar

A.B., Baylor University; M. Div., New Orleans Baptist Theological Seminary.

GEORGE R. HOFFMANN, Ph.D. (1974)

Assistant Professor of Biology

B.A., Rutgers University; M.S., Ph.D., University of Tennessee.

JOHN B. HOLT, Ph.D. (1972)

Assistant Professor of Foreign Languages

A.B., University of Virginia; A.M., Ph.D., Harvard University.

SALLY M. HORNER, Ph.D. (1965)

Associate Professor of Chemistry

B.S., Ph.D., University of North Carolina at Chapel Hill.

R. JOHN HUBER, Ph.D. (1974)

Associate Professor of Psychology

B.A., Kent State University; M.A., University of Vermont, Ph.D., University of New Hampshire

KATHLEEN N. HUFFMAN, M.B.A. (1975)

Instructor in Business

B.S.F.S., Georgetown University; M.B.A., Duke University

LUTHER M. HUGGINS, A.A., (1969)

Director of Equitation

A.A., Presbyterian Junior College.

MARY BLAND JOSEY, M.Ed. (1953)

Director of Admissions

A.B., Meredith College; additional study, University of Reading, England; M.Ed., North Carolina State University.

JOHN T. KANIPE, JR., M.Ed. (1968)

Vice President for Institutional Advancement

B.S., M.Ed., North Carolina State University; graduate study, Duke University.

PETER B. KLAUSMEYER, D.M.A. (1973)

Assistant Professor of Music

A.B., Cornell University; Mus.M., D.M.A., University of Michigan; additional study, University of Cincinnati, Conservatory of Madrid.

IONE KEMP KNIGHT, Ph.D. (1956)

Professor of English

A.B., Meredith College; A.M., University of Pennsylvania; Ph.D., University of North Carolina at Chapel Hill; post-doctoral research, British Museum, Oxford University, University of London.

WILLIAM R. LEDFORD, Ph.D. (1957)

Associate Professor of Foreign Languages

A.B., Berea College; A.M., State University of Iowa; graduate study, Middlebury College, Universidad de los Andes, South America; Ph.D., University of North Carolina at Chapel Hill.

SARAH McCULLOH LEMMON, Ph.D. (1947)

Professor of History

B.S., Madison College; A.M., Columbia University; Ph.D., University of North Carolina at Chapel Hill.

W. DAVID LYNCH, D.M.A. (1969)

Associate Professor of Music

Mus.B., Oberlin College; Mus.M., D.M.A., Performer's Certificate, Eastman School of Music; Akademie "Mozarteum," Salzburg, Austria; Andre Marchal, Paris; Isolde Ahlgrimm, Arthur Poister, Robert Noehren.

RALPH E. McLAIN, Ph.D. (1945)

Professor of Religion

A.B., Muskingum College; Th.M., Ph.D., Southern Baptist Theological Seminary; post-doctoral research, Columbia University, University of Chicago, Mansfield College of Oxford University.

JOE MARON, M.F.A. (1972)

Assistant Professor of Art

B.A., M.F.A., Brooklyn College.

MARIE MASON, Ph.D. (1969)

Associate Professor of Psychology

A.A., Campbell College; A.B., Meredith College; A.M., Ph.D., University of Kentucky.

JAY D. MASSEY, A.M. (1957)

Associate Professor of Health and Physical Education

B.S., University of North Carolina at Greensboro; A.M., New York University.

REBECCA J. MURRAY, Ed.D. (1974)

Assistant Professor of Education

A.B., Meredith College; M.Ed., University of North Carolina at Chapel Hill; Ed.D., Duke University. Post-doctoral study, North Carolina State University.

ALLEN F. PAGE, Ph.D. (1973)

Assistant Professor of Religion

A.A., Mars Hill College; A.B., Wake Forest University; graduate study, Southeastern Baptist Seminary; M.Div., Union Theological Seminary; Ph.D., Duke University.

SALLY R. PAGE, Ph.D. (1972)

Assistant Professor of English

A.A., Mars Hill College; A.B., Wake Forest University; M.A.T., Ph.D., Duke University.

THOMAS C. PARRAMORE, Ph.D. (1962)

Assistant Professor of History

A.B., A.M., Ph.D., University of North Carolina at Chapel Hill.

LEISHMAN A. PEACOCK, Ph.D. (1948)

Professor of English

A.B., A.M., Wake Forest University; Ph.D., Pennsylvania State University; graduate study, Columbia University.

ALDEN PETERSON, D.B.A., (joins faculty August, 1976)

Associate Professor Business

B.S., Purdue State University; M.B.A., University of Toledo; D.B.A., Kent State University.

RANDELL KAY PEYSER, M.A. (1974)

Instructor in Art

B.A., Pratt Institute, M.A., Boston University

DOROTHY K. PRESTON, Ph.D. (1961)

Associate Professor of Mathematics

A.B., Meredith College; A.M., Columbia University; M.A.M., North Carolina State University; NSF Fellow; Ph.D., North Carolina State University.

CAROLYN C. ROBINSON, A.B. (1958)

Director of Alumnae Affairs

A.B., Meredith College.

NORMA ROSE, Ph.D. (1937)

Professor of English

A.B., Meredith College; A.M., University of North Carolina; Ph.D., Yale University.

NANCY SEARS, Ph.D. (1974 - Fall semester, 1975 only)

Associate Professor of Home Economics

B.S.H.E., M.S.H.E., Ph.D., The University of North Carolina at Greensboro.

EVELYN P. SIMMONS, M.S. (1962)

Assistant Professor of Economics

B.S., Georgia State College for Women; M.S., University of Tennessee; graduate study, University of Florida, Duke University, University of North Carolina at Chapel Hill.

LAROSE F. SPOONER, M.A.T. (1967)

Instructor in Mathematics

A.B., Tift College; M.A.T., Duke University; graduate study, North Carolina State University.

MARILYN M. STUBER, M.S. (1965)

Assistant Professor of Home Economics

B.S., M.S., University of Nebraska; graduate study, Nebraska State College, University of North Carolina at Greensboro, North Carolina State University.

JANE W. SULLIVAN, Mus.B. (1966)

Instructor in Music

A.B., Mus.B., Meredith College; graduate study, University of North Carolina at Chapel Hill.

EUGENE M. SUMNER, M.S.W. (1973)

Instructor in Sociology

A.A., Mount Olive Junior College; A.B., Atlantic Christian College; M.Div., Southeastern Baptist Seminary; M.S.W., University of North Carolina at Chapel Hill.

ANNE E. SUTHERLAND, Ph.D. (1972)

Assistant Professor of Psychology

A.B., University of Florida; A.M., Ph.D., University of North Carolina at Chapel Hill.

LESLIE W. SYRON, Ph.D. (1945)

Professor of Sociology

A.B., Mary Baldwin College; A.M., Ph.D., University of North Carolina at Chapel Hill; post-doctoral study, London School of Economics and Political Science.

SANDRA CAROL THOMAS, Ph.D. (1974)

Vice President for Student Development

B.A., University of Texas; M.S., Indiana University; Ph.D., Saint Louis University.

NANCY TRUESDALE, M.A. (1975)

Instructor in Speech and Theatre

B.A., Wittenberg University; M.A., Eastern Michigan University.

CHARLES R. TUCKER, Ph.D. (1966)

Associate Professor of Sociology

A.B., Delta State College; B.D., Th.M., Ph.D., Southern Baptist Theological Seminary; M.A.C.T., University of North Carolina at Chapel Hill.

HELEN TURLINGTON, M.S.W. (1972) A.C.S.W.

Assistant Professor in Sociology

A.A., Averett College; A.B., Blue Mountain College; M.R.E., Carver School of Missions and Social Work; M.S.W., University of North Carolina at Chapel Hill.

JOHN EDGAR WEEMS, Ed.D. (1972)

President

B.S., A.M. Ed.D., George Peabody College.

JOYCE D. WHITE, M.Ed. (1973)

Dean of Students

A.B., University of North Carolina at Greensboro; M.Ed., University of North Carolina at Chapel Hill; graduate study, North Carolina State University, Indiana University.

LEONARD WHITE, A.M. (1964)

Associate Professor of Art

A.B., A.M., University of North Carolina at Chapel Hill.

JAMES ERIC WIECHERT, Ph.D. (1973)

Assistant Professor of Chemistry

B.S., Eastern Illinois University; Ph.D., University of Tennessee.

LARRY C. WILLIAMS, Th.M. (1973)

College Minister

A.B., Wake Forest University; Th.M., Southeastern Baptist Theological Seminary; additional study, Theological Seminary, Drew University.

ELIZABETH WILSON, M.Ed. (1973)

Counselor

A.B., M.Ed., University of North Carolina at Chapel Hill.

ARTHUREE M. WRIGHT, M.L.S. (1975)

Reference Librarian

A.B., Indiana University; M.L.S., Rutgers University.



PART-TIME FACULTY

The date in parentheses indicates the year in which the individual joined the Meredith faculty.

ANN A. ALLRED, M.S. (1974)
Instructor in Home Economics
A.B., Meredith College; M.S., University of Tennessee.

MARTHA W. BASS, M.M. (1975)
Instructor in Music
B.M., Oberlin College; M.M., University of North Carolina at Chapel Hill.

CLARE BEDILLION, Ph.D. (Spring, 1976)
Instructor in Business
B.S., Georgia State College for Women; M.A., New York University; Ph.D., University of Michigan.

RENNIE PEACOCK BEYER, Mus.M. (1971)
Instructor in Music
Mus.B., Mus.M., University of North Carolina at Greensboro.

GEORGE T. CREST, A.M. (1972)
Instructor in Art
B.F.A., A.M., Wayne State University; additional study, National Academy of Design, City University of New York.

SUZANNE D. CRIGLER, A.B. (1973)
Instructor in Physical Education
A.B., University of North Carolina at Chapel Hill.

ALICE W. DAUGHERTY, Mus.B. (1971)
Instructor in Music
Mus.B., Lawrence College; additional study, Juilliard School of Music.

BETTY JO FARRINGTON, A.B. (1969)
Instructor in Music
A.B., Meredith College.

ELIZABETH B. FAULK, B.S. (Spring, 1976)
Instructor in Home Economics
B.S., University of Texas at Austin and North Carolina State University.

BETTY SUE FENWICK, M.S. (Spring, 1976)
Instructor in Business
B.S., Colorado State University; M.S. Kansas State University.

ELIZABETH G. FERGUSON, B.A. (1975)
Instructor in Physical Education
B.A., Meredith College.

DOROTHY GILMORE, B.S. (1971)
Instructor in Music
B.S., State University of New York at New Paltz; additional study, Eastman School of Music.

JOHN W. GIVVINES, B.S. (1975)
Instructor in Art
B.S., Western Carolina University.

ALICE Y. GOODE, B.M. (1974)
Instructor in Music
B.M., Texas Tech University.

BLUMA K. GREENBERG, A.B. (Spring, 1976)
Instructor in Art
A.B., Duke University, graduate study, University of North Carolina at Chapel Hill.

VICKI HAM, Mus.M. (1970)
Instructor in Music
Mus.B., Salem College; Mus. M, University of Illinois.

JANET M. JOHNSON, Ph.D. (1975)
Instructor in Home Economics
B.S., Purdue University; M.S., Ph.D., Cornell University.

HELEN H. JONES, A.M. (1969)
Instructor in English
A.B., A.M., University of North Carolina at Greensboro.

PATRICIA LONG, M.C.M. (1973)
Instructor in Music
A.B., Meredith College; M.C.M., Southwestern Baptist Theological Seminary.

MARILYN S. LYNCH, A.M. (1971)
Instructor in Music
Mus.B., Syracuse University; A.M., Eastman School of Music.

ANNE W. MACKIE, A.B. (1974)
Visiting Lecturer in Sociology
A.B., Beaver College; graduate study, University of North Carolina at Chapel Hill.

D. JANE MAGRATH, M.M. (1976)
Instructor in Music
B.M., Wesleyan College; M.M., University of North Carolina at Chapel Hill.

ILSE MANN, Mus. M. (1973)
Instructor in Music
Mus. B., Mus. M., University of Cincinnati.

ELIZABETH P. MANNING, A.M. (1974) (Fall, 1975 only)
Instructor in English
A.B., Meredith College; A.M. University of North Carolina at Chapel Hill.

BARRY MARX, B.S. (1975)
Instructor in Music
B.S., North Carolina State University.

STEWART A. NEWMAN, Ph.D. (1973)
Visiting Lecturer in Philosophy
A.B., Hardin Simmons University; Th.M., Th.D., Southwestern Baptist Seminary; post-doctoral study, Duke University, Northwestern-Barrett, University of Rochester.

RUTH NIELSON (1974)
Instructor in Music
Private study under Anna M. Denkman, University of Minnesota; private study, Prof. Himie Voxman, Dr. George Morey, and Prof. Betty Bang, University of Iowa; Mrs. Fern Reese, A.C. Fisher, Cedar Rapids, Iowa; Prof. Louise Crawford, Coe College.

HERBERT BRADLEY PARKES, S.M.M. (1974)
Instructor in Music
B.M., Westminster Choir College; S.M.M., Union Theological Seminary.

ADRI PEACOCK, Ph.D. (1975)

Instructor in Foreign Languages

A.B., Duke University; M.A., Ph.D., University of North Carolina at Chapel Hill.

ARTHUR POISTER, D.F.A. (1975)

Distinguished Visiting Professor of Organ

Private study with Marcel Dupre, Paris, and Karl Straube, Leipzig; Mus. Doc., Southwestern College; Mus. Doc., Morningside College; L.H.D., Syracuse University; D.F.A., Drake University.

DONALD C. SAMSON, Jr., Ph.D. (Spring, 1976)

Instructor in English

B.A., Cornell University; M.A., Ph.D., University of North Carolina at Chapel Hill; post-doctoral study, North Carolina State University.

NANCY C. SASNETT, M.Ed. (1971)

Instructor in Business

B.S., Pfeiffer College; M.Ed., University of North Carolina at Greensboro.

BARBARA E. SCHLAGETER, Mus.M. (1971)

Instructor in Music

Mus.B., Mus.M., New England Conservatory of Music; Certificate, Conservatoire Americain, Fontainebleau.

LENORE B. SCHMIDT, M.M. (1975)

Instructor in Music

B.S., Ithaca College; M.M., University of Michigan.

NONA JOAN SHORT, A.M. (1966)

Instructor in Foreign Languages and Art

A.B., University of Mississippi; A.M. University of Wisconsin; graduate study, University of Munich and University of North Carolina at Chapel Hill.

RICHARD SOUTHWICK, A.M. (1972)

Instructor in Music

B.S., A.M., Ohio State University.

FRANCES W. STEVENS, A.M. (1961)

Instructor in Physical Education

A.B., Mary Washington College; A.M., New York University.

THOMAS L. SYLVIA, A.M. (1974)

Instructor in Business

A.B., Stonehill College; A.M. University of Connecticut.

OLIVE D. TAYLOR, M.Ed. (1970)

Instructor in Mathematics

B.S., Western Carolina University; M.Ed., University of North Carolina at Chapel Hill; graduate study, Western Carolina University.

JEAN W. TROGDON, Ph.D. (Fall, 1975 only)

Instructor in Home Economics

B.A., Meredith College; M.S.H.E., University of North Carolina at Greensboro; Ph.D., North Carolina State University.

EDWARD FRANCIS WENCEL, M.M.E. (1974)

Instructor in Music

B.M., M.M.E., Chicago Musical College.

FACULTY EMERITI

The date in parentheses indicates the year in which the individual joined the Meredith faculty.

HAZEL BAITY, A.B. in L.S. (1941)

Librarian

A.B., Meredith College; A.B. in L.S., University of North Carolina at Chapel Hill.

ELLEN DOZIER BREWER, A.M. (1919, 1922)

Professor of Home Economics

A.B., Meredith College; B.S., A.M., Columbia University.

LILA BELL, M.Ed. (1941)

Associate Professor of Education

A.B., University of North Carolina at Greensboro; M.Ed., Duke University; graduate study, Columbia University, University of North Carolina at Chapel Hill.

CARLYLE CAMPBELL, L.L.D. (1939)

President

A.B., A.M.; Wake Forest College; L.L.D., University of South Carolina, Wake Forest College; graduate study, Columbia University.

ERNEST F. CANADAY, Ph.D. (1920)

Professor of Mathematics

A.B., William Jewell College; A.M. Missouri University; Ph.D., Duke University.

HELEN JO COLLINS, M.S. (1944)

Assistant Professor of Chemistry

B.S., Colorado State Agricultural College; M.S., Iowa State College.

HARRY E. COOPER, Mus.D. (1937)

Professor of Music

A.B., Ottawa University; Mus.B., Horner Institute of Fine Arts; Mus.D., Bush Conservatory. Fellow, American Guild of Organists; Guy Weitz, London.

HARRY K. DORSETT, A.M. (1941)

Associate Professor of Education

A.B., Wake Forest University; A.M., Columbia University; graduate study, George Peabody College.

LOUISE E. FLEMING, A.M. (1950)

Dean of Students

A.B., Meredith College; A.M., Columbia University; graduate study, Union Theological Seminary, University of Chicago Divinity School.

L.E.M. FREEMAN, Th.D. (1910)

Professor of Religion

A.B., Furman University; A.M., Harvard University; B.D., Newton Theological Institution; Th.D., Southern Baptist Theological Seminary.

SUSANNE FREUND, Ph.D. (1947)

Associate Professor of Foreign Languages

Ph.D., University of Heidelberg.

MAE F. GRIMMER, A.B. (1916)

Director of Alumnae Affairs

A.B., Meredith College.

JENNIE M. HANYEN, M.A. (1931)

Professor of Home Economics
B.S., M.A. Columbia University.

MARY LYNCH JOHNSON, Ph.D. (1918)

Professor of English
A.B., Meredith College; A.M., Columbia University; Ph.D., Cornell University; L.H.D., Wake Forest University; post-doctoral research, British Museum, Cambridge University, Oxford University, University of London.

IRA O. JONES, Ph.D. (1957)

Assistant Professor of Sociology
Ph.D., University of Chicago; A.M., Ph.D., University of Nebraska.

MARGARET C. MARTIN, A.M. (1953, 1964)

Director of Alumnae Affairs
A.B., Meredith College; A.M., Columbia University.

ANNA PECK

Instructor of Geography

STUART PRATT, Mus.M. (1942)

Professor of Music
A.B., Hartwick College; Mus. B., Philadelphia Musical Academy; Mus.M., Syracuse University; two years in Berlin, Marta Siebold, Hugo Kaun, Walter Scharwenka, Egon Petri.

DAVID R. REVELEY, Ph.D. (1955)

Professor of Education
A.B., Hampden-Sidney College; A.M., Ph.D., University of Virginia.

JOHN A. YARBROUGH, Ph.D. (1943)

Professor of Biology
A.B., Oklahoma Baptist University; M.S., University of Oklahoma; Ph.D., State University of Iowa; graduate study, Northwestern University.

MARY YARBROUGH, Ph.D. (1928)

Professor of Chemistry and Physics
Assistant Director of Cooperative Education
A.B., Meredith College; M.S., North Carolina State University; Ph.D., Duke University.



ADMINISTRATION

The date in parentheses indicates the year in which the individual joined the Meredith administration.

Office of the President

JOHN EDGAR WEEMS, Ed.D. (1972)

President

CARLYLE CAMPBELL, LL.D. (1939)

President Emeritus

MADGE D. DILLARD (1973)

Administrative Secretary to the President

GRACE A. BALL (1976)

Secretary

EDWARD H. PRUDEN, D.D. (1970)

Pastor-in-Residence

MARY LYNCH JOHNSON, Ph.D. (1972)

Professor Emeritus and College Historian

Academics

Office of the Vice President and Dean of the College

CRAVEN ALLEN BURRIS, Ph.D. (1969)

Vice President and Dean of the College

ANNE E. PICKARD, A.A. (1974)

Administrative Secretary to the Vice President and Dean of the College

BETTY JEAN YEAGER, A.B. (1948)

Secretary to the Faculty

Office of the Registrar

JOHN B. HIOTT, M.Div. (1968)

Registrar and Assistant Dean of the College; Director of Summer School.

SUE TODD, A.B. (1968)

Assistant to the Registrar

ELAINE JACKSON, A.B. (1975)

Records Secretary

LOU GREGORY (1975)

Secretary to the Registrar

Library

MICHAEL DODGE, A.M. (1973)

Acting Head Librarian

ARTHUREE M. WRIGHT, M.L.S. (1975)

Reference Librarian

JANE G. DEESE, A.M. (1945)

Technical Services Librarian

DOROTHY QUICK, B.S. (1970)

Circulation Librarian

MARY K. PRIEST (1974)

Secretary

MARGARET SEXTON (1975)

Library Assistant

Continuing Education

ANNE C. DAHLE, A.B. (1972)

Co-Director and Coordinator of Continuing Education.

ROSALIE P. GATES, Ph.D. (1965)

Co-Director of Continuing Education

BETTY CURTIN (1974)

Secretary to the Coordinator of Continuing Education

Cooperative Education

MARIE W. CAPEL, M.Ed. (1971)

Director of Cooperative Education

MARY YARBROUGH, Ph.D. (1973)

Assistant Director of Cooperative Education

MARCIA B. HARRIS, B.A. (1975)

Assistant to the Director of Cooperative Education

GAY PAYNE (1974)

Secretary to the Director of Cooperative Education

Business and Finance

Office of the Vice President for Business and Finance

JOE BAKER, A.B. (1966)

Vice President for Business and Finance

EUNICE WILLIAMS (1971)

Chief Accountant

VIRGINIA SCARBORO, A.A. (1961)

Administrative Secretary to the Vice President for Business and Finance

JOAN BELSAN (1975)

Payroll and Personnel Records Clerk

HAZEL G. TUDOR (1973)

Secretary and Accounts Payable Clerk

BRENDA HARGIS (1975)

Accounts Receivable Clerk

Data Processing

SAMUEL COLLINS (1973)

Director of Data Processing

GLORIA CHILCOAT (1972)

Assistant Director of Data Processing

SHAROLYN ANDERS (1974)

Key Punch Operator

Equitation

LUTHER M. HUGGINS, A.A. (1969)

Director of Equitation

College Calendar and Summer Programs

MARIE MASON, Ph.D. (1969)

Coordinator

College Store

DRU M. HINSLEY, A.B. (1953)

Manager

RUTH L. GOWER (1959)

Assistant Manager

DEBORAH T. FUSSELL, A.B. (1973)

Assistant

Central Services

BETTY SUE JOHNSON (1964)

SHEILA DULANEY (1974)

Food Services

JOHN A. HARDEE, B.S. (1976)

Manager

Building and Grounds

HARRY SIMMONS (1949)

Superintendent

CAROLYN W. HOLLAND (1972)

Secretary

BERNICE THOMPSON (1973)

Carpenter

LON AVENT (1972)

Electrician

Maintenance

CONAN ALLEN

WILLIAM CRUMEL

WILLIAM FINCH

ARCE JACKSON

ARTHUR JONES

WILLIE KING

RONALD LEACH

JAMES McDONALD

GEORGE McFADDEN

JACK MIMS

JOHNNY PATTERSON

EDDIE TURNER

Security

DANIEL G. SHATTUCK
Chief Security Officer

W. W. ADAMS
WORTH BAILEY
WILLARD BARBOUR
BOBBY GODWIN
WILLIAM GRINER
SHERWOOD JONES
E. B. LAWRENCE
DAVID MCGHEE
WESLEY SHATTUCK
CLAUDE SUGG
AUBREY UNDERWOOD

Switchboard

MARIE MASON, Ph.D. (1969)
Supervisor
JANICE SHATTUCK (1974)
Operator

Residence Halls

FRANCES E. THORNE (1961)
House Director
MARY W. LILES (1960)
Assistant House Director
ALMA MOBLEY (1972)
Laundry Supervisor

Housekeepers

RUBY ABRAM
THELMA AVERY
SALLY BECKWITH
MARY ELIZABETH BELL
LOUISE BOOKER
DORIS CLINTON
MARGIE DAVIS
NOVELLA DUNSTON
HAZEL FAISON
CURLIE FULLER
FRANCES GILLIS
ELIZABETH JUDD
PAULINE McCULLERS
NELLIE PENNINGTON
MABEL ROBINSON
MARTHA WARREN
MARY WILLIAMS

Student Development**Office of the Vice President for Student Development**

SANDRA C. THOMAS, Ph.D. (1974)
Vice President for Student Development

JACQUELINE CHAMBLEE

Administrative Secretary to the Vice President for Student Development

Office of the Dean of Students

JOYCE D. WHITE, M.Ed. (1973)
Dean of Students

JEAN COOPER (1976)
Secretary to the Dean of Students

Office of Admissions

MARY BLAND JOSEY, M.Ed. (1953)
Director of Admissions

SUE E. KEARNEY, A.M. (1966)
Associate Director of Admissions

SHERA J. HUBE, A.B. (1969)
Assistant Director of Admissions

SHERRI MCGEE, B.S. (1975)
Admissions Counselor

NORMA HEATH, A.B. (September, 1975-December, 1975)
Admissions Counselor

AUDREY GARDNER, A.A. (1969)
Financial Aid Assistant

LUCILLE J. THATCHER, A.M. (1970)
Administrative Secretary to the Director of Admissions

JO ANN LANZI (1972)
Processing Secretary

Office of the Campus Minister

LARRY C. WILLIAMS, Th.M. (1973)
Campus Minister

NANCY S. MOORE, A.B. (1974)
Secretary to the Campus Minister

Career Planning Services

MARIE W. CAPEL, M.Ed. (1971)
Director of Career Planning Services

MARCIA HARRIS, B.A., graduate study,
North Carolina State University (1975)
Assistant Director of Career Planning Services

GAY PAYNE (1974)
Secretary to the Director of Career Planning Services

SHIRLEY IHNNEN, B.S. (1974)
Special Projects Secretary

Guidance and Counseling

ELIZABETH WILSON, A.M. (1973)
Counselor

MARY ANNE FISHER (1975)
Secretary to the Counselor

Health Services

MARIE MASON, Ph.D., R.N. (1969)
Director of Health Services

SIDNEY MARTIN, M.D. (1972)
College Physician

GRACE BROADWELL, R.N. (1972)
Nurse

FRONIA THACKER, B.S., R.N. (1975)
Nurse

Resident Advisors

MABEILEIGH COOPER (1970)

MARY DAVIS (1972)

LOIS RENFROW (1973)

JANE SPARKS (1975)

Student Activities, Developmental Counseling and Special Projects

MERNA DEE GALASSI, Ph.D. (1975)
Coordinator

MARY ANNE FISHER (1975)
Secretary to the Coordinator

Institutional Advancement

Office of the Vice President for Institutional Advancement

JOHN T. KANIPE, JR., M.Ed. (1968-June, 1976)
Vice President for Institutional Advancement

EVELYN P. DULANEY (1972)
*Administrative Secretary to the Vice President for
Institutional Advancement*

Development and Estate Planning

PAUL E. HOLCOMB, J.D. (1971)
Director of Development and Estate Planning

JOHN M. SIMMS, JR., A.B. (1974)
Assistant Director of Development

SHARON H. WOODLIEF (1972)
*Secretary to the Director and Assistant Director of
Development*

EVELYN D. LANDSBERG (1975)
Records Secretary

Alumnae Affairs

CAROLYN C. ROBINSON, A.B. (1958)
Director of Alumnae Affairs

CLEO G. PERRY, A.B. (1975)
Associate Director of Alumnae Affairs

EVELYN R. POSEY (1962)
Assistant to the Director of Alumnae Affairs

DORIS T. WALL (1971)
Secretary to the Director of Alumnae Affairs

Information Services

WILBURN L. NORTON, JR., A.B. (1970)
Director of Information Services

ANNE PURCELL, A.B. (1974)
Secretary to the Director of Information Services

Cooperating Raleigh Colleges

AUSTIN CONNORS, Ed.D. (1971)
Director

ELLEN C. BROOKS, A.B. (1972)
Secretary



ENROLLMENT FOR 1975-76

Fall, 1975 Degree Candidates

Bachelor of Arts, Bachelor of Science, and Bachelor of Music

Seniors	263
Juniors	280
Sophomores	362
Freshmen	<u>362</u>
Total Degree Candidates	1,267

Special Students for credit	222
Special Students for non-credit	<u>388</u>
Total Enrollment, Fall, 1975	1,877

Summer, 1975 Degree Enrollments	322
Special Student Enrollment	<u>453</u>
Total Summer Enrollments	775

Degree Candidates

By State and Foreign Countries

Alabama	1
Colorado	1
Connecticut	2
Delaware	1
Florida	7
Georgia	4
Illinois	1
Kentucky	1
Maryland	15
Massachusetts	1
New Jersey	7
New Mexico	1
New York	5
North Carolina	1,043
Ohio	3
Oklahoma	1
Pennsylvania	5
South Carolina	27
Tennessee	5
Texas	1
Virginia	130
West Virginia	3

U. S. Citizen Abroad	
Puerto Rico	1

International Student	
Finland	1

TOTAL	1,267 Students
-------	----------------





BUILDINGS AND GROUNDS

JOHNSON HALL, named in memory of Livingston Johnson and located at the front center of the campus, is the administration building which houses reception rooms and most administrative offices.

CARLYLE CAMPBELL LIBRARY is, as is every college library, the heart of academic life on the campus. This building is named in honor of Meredith's fourth president, Carlyle Campbell, who served the college from 1939 to 1966. The building is equipped with ample study tables and carrels, space for eventual growth of the library's book collection (now 75,000) to 150,000 volumes, and facilities for the best that a college such as Meredith needs in educational services.

JOYNER HALL is a modern classroom building for non-scientific areas of study, offices for faculty, a small auditorium equipped with visual aids, sound-proof recording booths for language classes, art studios and a small art gallery, seminar rooms, a lounge, and a kitchenette. The building was named for James Yadkin Joyner, who served as a trustee for fifty-five years.

HUNTER HALL, named for Joseph Rufus Hunter, provides classrooms and laboratories for biology, business, chemistry, economics, home economics, mathematics, and physics. Also in Hunter Hall are offices and research laboratories for faculty, a science library, a photographic darkroom, and a reception room. An adjacent greenhouse is available for experimental purposes.

ELLEN BREWER HOUSE is a residence used by the Department of Home Economics. In small groups and under the guidance of an instructor, senior home economics majors gain actual experience in home management by living there. Named for Ellen Dozier Brewer, member of the faculty for fifty-seven years, the Ellen Brewer House offers all the modern facilities of a home-like residence, including four bedrooms and baths, a students' study, an office for the supervisor, a living room, dining room, family room, and kitchen.

JONES HALL, named in honor of Wesley Norwood Jones and his wife, Sallie Bailey Jones, houses a recently renovated auditorium—a place of many functions for the college community and for off-campus groups as well. Also located in the building is the Department of Music with its studio facilities, faculty offices, classrooms, a small assembly hall, practice rooms, a music library, a listening room, a recording studio, and an instrument storage room. Speech and drama classes are also conducted here. A fine arts center is under construction adjacent to Jones Hall to provide additional facilities for music, art, and drama.

COOPER ORGAN, Meredith's first concert organ, is located in the auditorium of Jones Hall. The organ is named in honor of Harry E. Cooper, former Department of Music chairman for over thirty years, and was installed in 1970. It is a three-manual, thirty-five-rank concert instrument with classic voicing, built by the Austin Organ Company. The organ is used for recitals, chapel services, teaching, and practice.

WEATHERSPOON PHYSICAL EDUCATION RECREATION BUILDING, dedicated in 1970, contains a gymnasium, classrooms, a modern dance studio, an indoor swimming pool, and offices for the Department of Health, Physical Education, and Recreation. The building is named in honor of Walter Herbert Weatherspoon and James Raymond Weatherspoon.

VANN, STRINGFIELD, BREWER, FAIRCLOTH, POTEAT, HEILMAN, AND BAREFOOT RESIDENCE HALLS accommodate 140-170 students each. These multiple-story buildings follow the suite arrangements of two rooms and a bath for every four students; two students occupy a room. Telephones are available on each floor, and students may have them installed in their rooms. Pressing rooms, social rooms, study parlors, kitchenettes, and laundry facilities are conveniently located in the residence halls. The residence halls are named for Richard Tilman Vann; Oliver Larkin Stringfield; Charles Edward Brewer; William T. Faircloth; Ida Isabella Poteat, William Louis Poteat, and E. McNeill Poteat; E. Bruce Heilman; and Culbreth C. Barefoot, Kilty Barefoot, and their family; respectively.

BELK DINING HALL, large enough to accommodate the entire student body at one time, may be reached from most residence halls by covered breezeways. Air conditioning has been installed, and the building has been completely refurnished. Dedicated in 1970, Belk Dining Hall was named in honor of Carol Grotnes Belk.

DELIA DIXON CARROL INFIRMARY was named for Elizabeth Delia Dixon Carroll, college physician for thirty-four years. The facility has a nurse in residence and a doctor on call twenty-four hours a day for any medical needs that might arise. The infirmery is well-equipped, contains thirty-five beds, and is completely air-conditioned.

MAE GRIMMER ALUMNAE HOUSE includes offices of the Alumnae Association, as well as bedroom suites for guests of the College. There are also a reception room and a kitchen for social events. For thirty-six years Mae Grimmer was executive secretary of the Alumnae Association, and the house is named in her honor.

ELVA BRYAN McIVER AMPHITHEATER, with a seating capacity of 1,200, was completed in 1964. Located in an oak grove to the south of Jones Hall, the amphitheater overlooks a four and a half acre lake. An island stage separated from the amphitheater by a moat is complete with lighting and sound systems, making the theater ideally suited for outdoor performances and general college programs. Named for Elva Bryan McIver of Sanford, N. C., the amphitheater was made possible by a bequest from this friend of the College.

CATE COLLEGE AND CONTINUING EDUCATION CENTER contains continuing education facilities, including the 240-seat Kresge Auditorium; the student supply store; snack bar; student government offices; student publication offices; the college post office; lounges; and game rooms. Cate Center houses also offices for some administrators of student services. Named in honor of Kemp Shields Cate, this new center was dedicated in 1974.

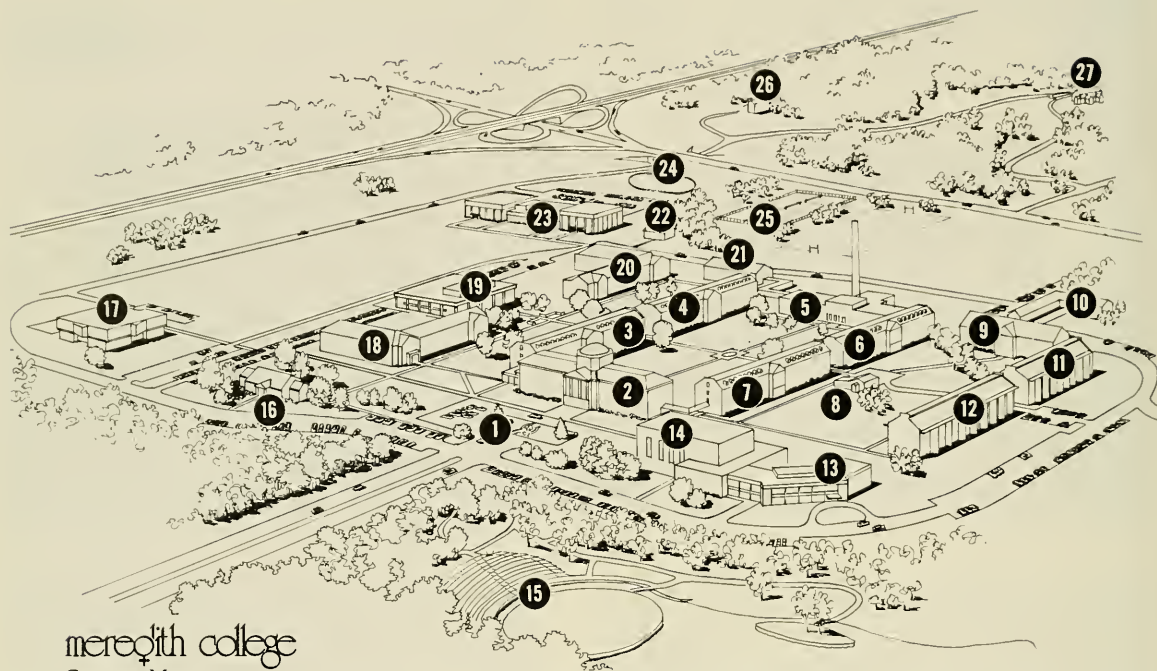
MASSEY HOUSE is the on-campus residence of the president. It is occasionally used to entertain students and other constituents of the College. The house is named in honor of Dr. Luther M. Massey and his wife, Vivian Dawson Massey, in appreciation of their service to Meredith.

MARTIN EQUITATION ARENA is located behind Weatherspoon Physical Education-Recreation Building. A standard size show ring, the arena is equipped with a lighting and sound system and office. The arena was dedicated in 1976 in honor of Zeno Martin and Lorna Bell Broughton.

SHAW FOUNTAIN is positioned on the front center campus near the entrance to the administration building. The six water spouts control ten water height stages and are illuminated by twenty multi-colored lights. Named in honor of Henry M. Shaw and his wife, Blanche M. Shaw, the twenty-foot circular fountain was dedicated in 1974.

MEREDITH COLLEGE STABLES accommodate approximately forty college-owned horses. Facilities are there for classroom sessions in equitation as well as for outdoor and indoor riding.





meredith college

Campus Map

1. Shaw Fountain, 2. Johnson Hall (administration), 3. Vann Residence Hall, 4. Stringfield Residence Hall, 5. Belk Dining Hall, 6. Faircloth Residence Hall, 7. Brewer Residence Hall, 8. Temporary Art Studio (formerly Beehive), 9. Poteat Residence Hall, 10. Maintenance Shop, 11. Barefoot Residence Hall, 12. Heilman Residence Hall, 13. Fine Arts Building (under construction), 14. Jones Hall (auditorium, music, drama), 15. Elva Bryan Melver Amphitheater, 16. Mae Grimmer Alumnae House, 17. Cate College and Continuing Education Center, 18. Joyner Hall (liberal arts), 19. Carlyle Campbell Library, 20. Hunter Hall (science, home economics, mathematics), 21. Delia Dixon Carroll Hall (infirmary), 22. Ellen Brewer Home Management House, 23. Weatherspoon Physical Education-Recreation Building, 24. Show Ring, 25. Tennis Courts, 26. Meredith Stables, 27. Massey House (president's residence)

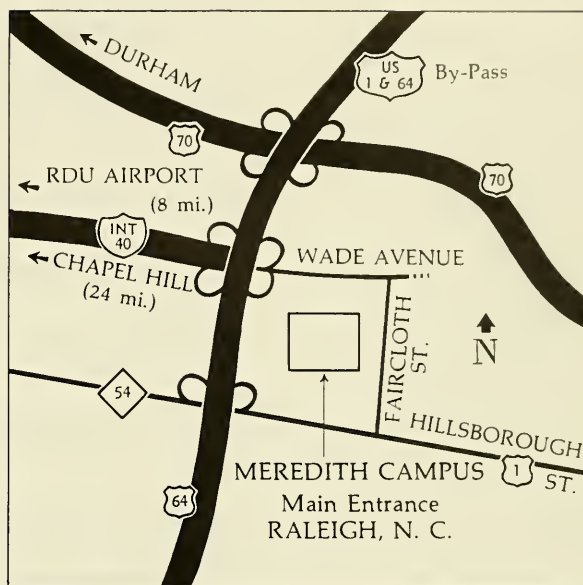


LOCATION

Located in central North Carolina, Raleigh, home of Meredith College, is a growing city of 135,000 people. The campus, however, is on the western outskirts of the city, and the 225 acres are unspoiled by commercial or residential development. Situated at the junction of two major highways—U.S. 1 and 64 and Interstate 40—there is easy access to other major cities. The Raleigh-Durham Airport, serving the major airlines, is just eight miles from the campus.

Raleigh is the center of an area known as the Research Triangle, composed of Raleigh, Durham, and Chapel Hill. Raleigh is also the home of the state's land grant university, North Carolina State. Approximately twenty-five miles away is Chapel Hill, the site of the University of North Carolina. Duke University is seventeen miles away at Durham. Wake Forest University, another major North Carolina university, is two hours away in Winston-Salem.

The state is proud of its scenic beauty, and Raleigh is centrally located so that both the lovely mountain ranges of western North Carolina and the beaches of the eastern part of the state are only two to three hours away. For several years students have organized vacation groups to take advantage of skiing opportunities while others enjoy the beaches of coastal North Carolina.



By Auto

Easy access to the Meredith College campus is provided by Interstate 40 and U.S. 1 and 64 By-Pass. The campus is situated on the western-most side of Raleigh and is bounded on the north by Wade Avenue, on the east by Faircloth Street, on the south by Hillsborough Street, and on the west by U.S. 1 and 64 By-Pass. The campus front entrance faces Hillsborough Street, and appropriate highway markings are placed to guide the visitor to the campus.



ACADEMIC CALENDAR 1976-77

A traditional two-semester fall/spring schedule is followed each year and the summer term consists of three three-week sessions.

Fall Semester

	1976-77	
Arrival of new students	August	20
Change day		23
New student registration		24
First class day		25
Last day to add a course	August	31
Last day to drop with a "W" grade	September	21
Autumn recess begins at 5:00 P.M.	October	15
Classes resume at 8: A.M.		20
Mid-term reports due		15
Pre-registration conferences	Oct. 25 — Nov.	19
Thanksgiving recess begins at 1:00 P.M.	November	24
Classes resume at 8:00 A.M.	November	29
Last class day	December	10
Examinations	December 11 —	17



Spring Semester

1976-77

Registration	January	10
First class day		11
Last day to add a class		17
Last day to drop with a "W" grade	February	7
Founders' Day		25
Mid-term reports due	March	2
Spring recess begins at 5:00 P.M.		4
Classes resume at 8:00 A.M.		14
Pre-registration	Mar. 21 — Apr. 13	
Easter Recess begins at 5:00 P.M.	April	6
Classes resume at 8:00 A.M.		12
Last class day	May	6
Examinations		7-13
Commencement		15

Summer School

First session begins	May	23
First session ends	June	10
Second sessions begins	June	13
Second sessions ends	July	1
Third session begins	July	5
Third session ends	July	22

(Saturday July 9, regular class day)

WELCOME TO THE

ANGEL FARM

INDEX

- Academics, 55-77
- Accreditation, 10
- Admission, 17-27
 - Condition, 27
 - Early Decision, 21
 - Freshman, see Freshman
 - Regular, 21
 - Special Programs, 25
 - Transfer, see Transfer Admission
- Adult Students
 - Credentials, 23
 - Re-Admission, 25
- Advanced Placement, Credit, 22, 71
- Agreement, Contractual, 34
- Art, 81-82
- Auditing
 - Courses, 71
 - Fees, 31
- Biology, 82-83
- Buildings and Grounds, 128-129
- Business and Economics, 84-86
- Calendar, Academic, 132-133
- Campus
 - Employment, 39-40
 - Map, 130
 - Location, 131
 - Work-Study, 41
- Career Direction, 59
 - Pre-professional, 59
 - Social Work, 59
 - Teacher Education, 59
- Catalogue, Choice of, 55-
- Chemistry, 86-87
- Class Attendance, 70
- Continuing Education, 65
- Contractual Agreement, 34
- Convocation, 47
- Cooperating Raleigh Colleges, 66
- Cooperative Education, 66, 80
- Counseling, 53
- Course Fees (additional), 30
 - Applied Music, 30
 - Auditing Courses, 31
 - Course Load, 69
 - Education, 31
 - Home Economics, 31
 - Physical Education, 31
 - Special Fees, 31-32
- Courses of Study, 79-111
 - Art, 81-82
 - Biology, 82-83
 - Business and Economics, 84-86
 - Chemistry and Physical Sciences, 86-88
 - Education, 88-90
 - English and Speech, 90-91
 - Foreign Languages, 92-93
 - Health, Physical Education and Recreation, 94-95
 - History and Political Science, 96-98
 - Home Economics, 98-99
 - Mathematics, 100-101
 - Music, 102-107
 - Psychology, 107-108
 - Religion and Philosophy, 109-110
 - Sociology and Social Work, 110-111
- Credentials, Adult Student, 23
- Credits
 - Advanced Placement, 22, 71
 - Correspondence, 73
 - Evaluation, 23
 - Music, 73
 - Old, 73
 - Provisional, 73
 - Residence, 72
 - Restricted, 73
- Dean's List, 76
- Deferred Payment, 33
- Degree Programs, 56-58
- Degree Requirements
 - Bachelor of Arts, 56
 - Bachelor of Music, 58
 - Bachelor of Science, 56
 - General, 56
 - Majors, 57-58
 - Second Degree, 58
- Directory, 113
- Drew University, 67
- Early Decision Plan, 20
- Economics, 85-86
- Education, 88-90
 - Courses, 88
 - Fees, 31
- Eligibility List, 76
- Employment, Campus, 39

- English, 90-91
- Enrollment, 127
- Faculty
 - Emeriti, 122-123
 - Full-time, 117-120
 - Part-time, 121-122
- Federal Assistance, 40
- Finances, 29-43
 - Additional Course Fees, 30
 - Payment, 32
 - Tuition and Fees, 39
- Financial Aid
 - Award, 25
 - Need Concept, 34
 - Renewal of Aid, 25
 - Vocational Rehabilitation, 43
- French, 92-93
- Freshman Admission, 18
 - Credentials for Adult Students, 20
 - Early Decision Plan, 20
 - Health Record, 19
 - Interview, 20
 - Recommendations, 19
 - Requirements, 18
 - Scholastic Aptitude Test, 18
 - Secondary School Record, 18
- Freshman Year, 69
- General Courses, 80
- German, 92
- Grading
 - Pass-Fail, 75
 - Quality Point Ratio, 76
 - Standard, 74
- Graduate Record Exam, 20
- Grants
 - Basic Educational, 40
 - General, 37
 - NDSL, 40
 - N.C. Legislative, 32
 - Student Incentive, 23
- Harris Scholarships, 35
- Health Care, 53
- History, 96-97
- Home Economics, 98-99
- Honors
 - Graduation with, 77
 - Student, 47
- Honor System, 49
- Interdisciplinary Studies, 80
- International Students, 24
- Junior Year, 69
- Latin, 92-93
- Loan Funds, 39
 - Insured, 42
 - N.C. Prospective Teachers, 43
- Majors, 57-58
- Mathematics, 100-101
- Meredith Abroad, 67
- Merit Scholarships, 35
- Missionary Allowance, 37
- Music, 102-107
 - Applied Fees, 30
 - Talent Scholarships, 36
- Non-Resident Life, 52
- N.C. Legislative Tuition Grants, 32
- Official Withdrawal, 77
- Orientation, 27, 45-46
- Overview, 9-15
- Part-time Students, 25
- Pass-Fail Policies, 75
- Payment
 - Contractual Agreement, 34
 - Deferred, 33
 - Refund Policy, 33
 - Schedule, 32
 - Tuition Remission for N.C. Residents, 32
- Philosophy
- Physical Education
 - Fees, 31
- Physics, 88
- Political Science, 97-98
- President's Message
- Programs, Special, 25-26
- Psychology, 107-108
- Quality Point Ratio, 76
- Re-Admission, 25
- Recreation, 51
- Regulations, Student, 49
- Religion, 109
- Religious Life, 50-51
- Repetition of Courses, 70
- Residence, 52
- Residence Credit Requirements, 72
- Responsibility, Student, 48
- Retention, 77

- Schedule Changes, 70
- Scholarships
 - Endowed, 38
 - General, 37
 - Julia Hamlet Harris, 35
 - Merit, 35
 - Music Talent, 36
- Senior Scholars, 26
- Senior Year, 69
- Social Work Program, 59, 111
- Sociology, 110-111
- Sophomore Year, 69
- Spanish, 93
- Special Students, 25
- Special Studies, 66, 80
- Speech, 91
- Student Government, 49
- Student Life, 45
 - Committee, 49-50
- Student Organization, 50
 - Societies, 50
- Summer Scholars, 26
- Summer Session, 27, 68
- Teacher Education, 61-65
 - Certificate Requirements, 62
 - Early Childhood, 62
 - Intermediate Elementary, 63
 - Secondary Subjects, 64
- Transfer Admission, 22
 - Credentials for Adult Students, 23
 - Evaluation of Credits, 23
 - Requirements, 22
- Trustees, Board of, 113-114
- Tuition, 29
 - Additional Course Fees, 30
 - Full-time Students, 30
 - Part-time Students, 30
- Veterans Administration, 43
- Withdrawal, 77
- Women's Studies, 80
- Work-Study Grant, 41

CORRESPONDENCE AND VISITS

The mailing address of the College is Raleigh, North Carolina, 27611, and the college telephone number is (919) 833-6461. Inquiries are welcomed. The College will answer questions by correspondence or by arranging visits through the Office of Admissions.

- | | |
|---------------------------------|--|
| Dean of the College | <i>educational programs</i> |
| Dean of Students | <i>student interests,</i>
<i>housing matters</i> |
| Director of Alumnae Affairs | <i>alumnae matters</i> |
| Office of Admissions | <i>admissions, catalogue requests,</i>
<i>student employment, financial</i>
<i>aid</i> |
| Office of Continuing Education | <i>community educational services</i> |
| Office of Development | <i>Parents' Association</i> |
| Office of Information Services | <i>news items</i> |
| Placement and Vocational | <i>graduate employment,</i>
<i>vocational testing</i> |
| Guidance | <i>academic records, student re-</i>
<i>ports, transcripts, summer</i>
<i>school</i> |
| Registrar | <i>expenses</i> |
| Vice President for Business and | |
| Finance | |



meredith
college

RALEIGH NORTH CAROLINA 27611

